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THE UNIVERSITY OF ALBERTA

SATISFACTION AND SUCCESS OF UNIVERSITY STUDENTS IN TRANSFER PROGRAMS

©

by

LESLIE D. VAALA

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH

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Dedication

The fruit of this undertaking is dedicated to the memory of my father, Elvin Julian Vaala.

Abstract

The purpose of this study was to use student perceptions to identify, describe and categorize the variables which were most closely associated with student success and satisfaction in transfer from college study to a university-based degree program. Concepts of satisfaction from motivation and work motivation theory and of goal achievement from attribution theory formed a framework which guided the investigation. Questionnaire data were collected from a sample of 383 students who attended Alberta colleges before registering at the University of Alberta; ten additional transfer students were interviewed.

Selected student factors were found to be related to satisfaction and success in the transfer program and transfer experience. Students viewed university acceptance of college course credits and feeling comfortable at university as important elements in transfer experience satisfaction. Students tended to be more satisfied with the college portion of their program than with the university portion. Most students perceived college faculty as more genuinely interested in students than were university faculty.

Students who were more successful in the transfer experience tended to have had friends already registered at university, and to have visited the university before transferring. Students generally reported that the most important source of transfer program assistance was college faculty members' interest and assistance in program planning. Most students reported using a different form of support system at university than that used at college. Students expressed a number of difficulties with university administrative systems when obtaining accurate transfer program information.

A relationship between faculty and peer contacts and student satisfaction found in earlier studies was confirmed for college but not university experience. Similarly, it was found that Grade Point Averages tended to decline at university. Students often attributed success in college to faculty-student interactions, while success at university tended to be attributed to "hard work." Students who were more successful at university had a stronger preference for a transfer program than did the less successful students.

Finally, suggestions for further research were related to investigation of student decision-making processes using a conceptual model derived from elements of goal and attribution theories.

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CHAPTER 1

Overview of the Study

To differing extents, universities in North America have attracted students who began their studies in a college setting. After a period of study in a college, students known as "transfer students" move to a degree-granting university to complete their program. Traditionally, colleges have been the initial post-secondary institutions for educating many university students. These college programs continue to meet a substantial need for university-level education. Programs of transfer education are significant aspects of enrolment planning and enrolment management for many post-secondary institutions.

Transfer education has received wide attention in the literature. Dennison and Gallagher (1986, pp. 11-13) stated that Canadian college enrolments have grown continuously in recent decades. They noted that the transfer function of British Columbia colleges has been challenged by the addition of other college programs. They observed, however, that although colleges offer increasingly diverse programs, the percentage of British Columbia university students actually transferring from colleges has held constant. Cohen (1985, p. 152) also found that American college enrolments have grown continuously during the past four decades. For this period, Knoell (1982) concluded that the transfer function of American colleges has been diminished by the expansion of other college programs. The change in college program offerings reflects changes in the types of expectations that have been placed on colleges.

Research on students involved in transfer education has been primarily directed at problems encountered when attempts are made to articulate college credit courses with university degree requirements and with continued registration of students toward degree completion. In Alberta, the Council on Admissions and Transfer has greatly minimized uncertainties surrounding the transfer of credits. Consequently, researchers in that province can concentrate upon examining student satisfaction and success in transfer programs without the obstacle of articulation of program credit as an intervening variable.

The suggestion can be made that the influences of some activities, events, and information may be more effective than other influences in determining the success and satisfaction of transfer students. For example, recently Pascarella, Smart, and Etherington (1986) have begun to study variables which are possibly related to predicting the intellectual development of college students who have transferred to a university. The continued interest by college and university decision-makers in costs, benefits, and human development outcomes of higher education creates a need for continuous information about transfer education and transfer students.

The study described in this thesis was designed to examine the perceptions of transfer students with respect to effective completion of the transfer process.

Significance of the Study

In the post-secondary education system in North America, the transfer function has been shown by researchers (e.g., Cross, 1968; Richardson & Bender, 1985; Hunter & Sheldon, 1981; and Bensimon & Riley, 1984) to be important to the system in general as well as to transfer students individually.

Research has suggested that transfer students may experience special problems in completing their educational programs. Dennison and Jones (1970) identified inadequate academic preparedness, loss of course credits, and lack of prerequisites as problems affecting British Columbia students. Fetters (1977), in a national longitudinal study in the United States, found that two-year transfer-in students withdrew more frequently on a four-year campus than did students who began their study on a four-year campus. Cross (1968), Cohen and Brawer (1981), and Rich (1979) concluded that ethnicity, finances, residence location and admissions policies also contributed to the problems experienced by transfer students. In addition, researchers have suggested that colleges and universities do recognize a need to develop specific ways of responding to transfer students. Remley and Stripling (1983) stated that universities in Virginia reported fewer problems in articulating programs for college transfer students than previously. Institutional concerns about mature student drop-outs prompted Bean and Metzner (1985) to develop a theoretical model for the study of non-traditional student attrition. Volkwein, King and Terenzini (1986) found that increased informal contacts with faculty by transfer students resulted in reports by these students of greater intellectual growth.

Studies of the transfer function have progressed over time from initial investigations of issues involving transfer of credits to measurement of completion rates in baccalaureate degree programs to present research interests of identification of problems experienced by transfer students in the transfer process.

This study was designed to extend four areas of knowledge in the field of higher education. First, variables related to satisfaction with the transfer program and with the transfer experience were identified and possible relationships among these variables were described. Second, variables related to success in the transfer program and the transfer experience were identified and possible relationships among these variables were described. Third, possible relationships of transfer student satisfaction and success were identified. Finally, concepts of a student decision-making model developed primarily from American experience and research were tested in the context of a Canadian student population in Canadian institutions.

Definitions

The following general and operational definitions were used in this study. The rationales for development of some of these definitions are provided in the thesis.

General Definitions

Articulation--a prior agreement between a college and a university to accept toward degree requirements some specific college courses as equivalent to specific university courses.

College--a non-university, post-secondary educational institution offering university-recognized, university-level credit courses.

Satisfaction--a relative sense of well-being, contentment or pleasure with regard to an individual's subjective experience which may be intrinsically or extrinsically stimulated.

Success with the transfer experience--completion of all formal procedures required for registration at a university and subsequent registration at that university.

Success with the transfer program--continuous progress toward attaining an undergraduate degree by completion of appropriate courses and maintaining a grade point average defined as satisfactory in university policy.

Transfer experience--a period of transition that begins when a college student initiates application to the university and ends when that student personally identifies as a university student.

Transfer program--post-secondary study that commences with enrolment at a college and continues at a university. The university program may or may not be a continuation of the program undertaken at college.

Transfer student--a post-secondary student enrolled at a college, or subsequently at a university, primarily in credit courses leading to a baccalaureate degree.

University--a post-secondary educational institution offering baccalaureate degrees in faculties such as arts, sciences, commerce, fine arts, physical education and education.

Operational Definitions

College na non-university, post-secondary institution in Alberta, listed in the *Alberta Transfer Guide* as offering courses that, for purposes of transfer credit, are parallel or equivalent to courses offered at the University of Alberta.

Facet satisfaction--the affective reaction of a student to a particular aspect of the college or university experience. Some examples of facets or aspects of this experience are friendships, forming goals, choice of institution, and attitudes toward faculty.

Overall satisfaction--the global affective reaction of a student to an entire program or process, as rated by each respondent.

Satisfaction with the transfer experience--the perceived affective reaction of a student to the process of becoming a University of Alberta student after having been a college student.

Satisfaction with the transfer program--the perceived affective reaction of a student to the sum of the courses included in a degree program.

Success with the transfer experience--the actual completion of all required registration procedures at the University and the psychological transition from viewing one's self as a "college student" to viewing one's self as a "University of Alberta" student.

Success with the transfer program--an academic measure of achievement toward completion of an undergraduate degree at the University of Alberta after beginning a program of study in a college. Standards for measuring this achievement include Grade Point Average, courses completed, and intent to graduate.

Assumptions

Basic to this study were the following assumptions:

1. That the students' perceptions collected are accurate expressions of their thoughts and experiences.
2. That the "transfer experience" covers a wide range of experiences.
3. That the "transfer experience" can be identified and categorized.

Delimitations

The following were the delimitations of the study:

1. The study focussed on students at a single major Canadian university.
2. The study included only students who had previously attended one of 15 Alberta colleges and who had registered in an undergraduate program at the University of Alberta for the first time during the 1986-87 Winter Session.

3. The study was further delimited to students identified by the University Registrar as having full-time status during the 1986-87 Winter Session and who registered again for the 1987-88 Winter Session.

Limitations

The study was limited by the reliability and validity of the instruments developed for data collection. It was further limited by collecting only perceptual data from a student group at one large Canadian university. It was also limited to the time period during which the study was undertaken. Finally, the reliability of the data may have been limited in that respondents' perceptions of specific activities, events and information may change over time.

Neither the colleges nor the University selected for the study could be considered a random sample. Therefore, the specific findings can at most give guidance in drawing conclusions about similar types of institutions and a similar student population within Alberta.

Organization of the Thesis

This thesis contains eight chapters. Chapter 1 provides an overview of the study. Chapter 2 provides a review of the literature on motivation theory, student satisfaction and success in university, and transfer students. A conceptual framework for this study which describes the theoretical relationship among the major variables is presented at the end of the chapter. Chapter 3 describes the methodology for data collection and analysis used in the study. The description includes the development of research instruments, procedures for data collection, and techniques for data analysis. Chapter 4 provides a descriptive profile of the respondents to the questionnaire and the interview schedule. Chapters 5 and 6 report the analysis of the questionnaire data and interview data. Chapter 7 discusses the findings in the study. Chapter 8 reports the conclusions drawn from the analysis of data and the implications of the study for researchers and practitioners in post-secondary education. Chapter 9 is a summary of the thesis.

CHAPTER 2

Review of the Literature

The literature relevant to this study can appropriately be divided into three significant bodies of theory and research--motivation, student satisfaction and performance, and transfer students. Both success and satisfaction are key concepts in theories of motivation. In order to more fully understand and apply these concepts to the study of transfer students, the contributions of theory and research in describing success and satisfaction are reviewed.

This review of the literature begins with general motivation theory, which is followed by descriptions of work motivation theory, achievement motivation theory, and attribution theory. Satisfaction and success are discussed in the context of student satisfaction and success in university.

The literature about transfer students begins with transfer education in Canada. Transfer arrangements in Alberta are then described. Outcomes of transfer programs are identified by drawing upon Canadian and American research findings.

Culminating the review of literature is a summary of concepts which are related to this study. These concepts are organized into the framework which guided the research design.

General Motivation Theory

According to Toates (1986, p. 35), models and theories of motivation are attempts to describe how motivational systems work. These models and theories, which had their origins in both the natural and behavioral sciences, were classified by Bindra (1959) and Bolles (1967) into four categories--instinct, drive, reinforcement, and incentive. Cofer (1980) classified motivation theories similarly, although he employed different labels--drive theory, learning theory, emotion and hedonic theory, and social motivation and balance theory. Bindra's, Bolles's and Cofer's categories reflect the historical stages in the development of motivation theory. A different classification of motivational models and theories has been proposed by Toates (1986)--homeostatic, incentive-motivation, and opponent-process. His classification attempted to separate cognition-related theories from non-cognitive theories. For purposes of this review, general motivation theory is divided into these two broad areas.

Non-cognitive Theory

Homeostatic or balance theories are described in the literature. The term "homeostatic" is defined by Toates (1986, p. 35) as the ability to maintain essential parameters nearly constant and to take corrective action to return them to normal following a disturbance. Balance theories, according to Landy and Trumbo (1980, pp. 355-356), hold that "behavior is initiated, directed, and sustained by the attempts of the individual to maintain some internal balance of psychological tension." Criticisms of these theories have been offered by Bindra (1979), who, for example, indicated that activities such as eating and drinking can occur in the absence of depletion. He cited another weakness of these theories as the assumption that the individual knows how to translate drives into appropriate goal-directed activity. While this type of theory offers an explanation for some behaviors, it appears to be deficient as a general explanation of human behavior.

Cognitive Theory

Drives and incentives are prominent concepts in motivation theory. Historically, the tendency has been to dichotomize these elements in general theory. Motivation was assumed to be aroused by either a drive or an incentive (Toates, 1986, pp. 42-43). Early work focussed on drive as an instinct (Perrin, 1923) with much research directed on animal behavior (e.g., Craig, 1918; Dashiell, 1925; Richter,1927). Spence (1956) has indicated that most theorists of motivation recognize that both internal factors, sometimes called drives, and external factors, usually termed incentives, jointly determine motivation. Petrock and Gamboa (1976), after reviewing the current state of motivation theory, concluded that expectancy theory (e.g., the work of Atkinson, 1957 and Rotter, 1966) also belongs in the category of incentive theory. Bindra (1976, 1978) has presented a comprehensive theory linking motivation, learning and response. This theory combines the concepts of drive and incentive by suggesting that drives serve a gate-keeper function for viewing incentives. Theory development in this area appears to have great utility as a general explanation for human behavior.

Summary

General theories of motivation have their roots in biology and behaviorism. Among the major motives identified in general theory are drives, incentives, and learned behavior. General theories of motivation give rise to more specific theories of motivation. Among the specific theories of motivation are work motivation and achievement motivation.

Work Motivation

Motivation in work settings has been variously defined. According to Vinacke (1962), motivation concerned the conditions responsible for variations in the intensity, quality and direction of ongoing behavior. Steers and Porter (1983, pp. 3-4) stated that motivation concerns "what energizes human behavior; what directs or channels work behavior; and how this behavior is maintained or sustained." Campbell and Pritchard (1976) have pointed out that motivation in an operational sense deals with the amplitude and direction of behavior.

Theories of work motivation have been presented in several ways. Campbell, Dunette, Lawler and Weick (1970) classified work motivation theories as either "process" or "content." The objective of process theories is explaining how behavior is initiated, directed, sustained and stopped. Content theories offer explanations of specific elements within individuals that initiate, direct, sustain, and stop behavior. Hamner, Ross and Staw (1983) also presented a dual typology by labelling work motivation theories as either reinforcement theories or cognitive theories. Cummings and Dunham (1980) identified six groups of work motivation models--need theory, operant learning theory, equity theory, attribution theory, goal theory, and expectancy theory. Landy and Trumbo (1980) categorized work motivation theories into four groups--need theories, instrumentality theories, reinforcement theories, and balance theories. Hoyenga and Hoyenga (1984) also used four general groupings to classify motivation theory--push versus pull theories, incentive theories, growth-oriented theories, and attribution theories. Although these frameworks appear to be widely separated views on classifying work motivation theories, generally each typology includes the same seven main theories. These are Maslow's Need Hierarchy, Alderfer's ERG Theory, Herzberg's Motivation-Hygiene Theory, goal setting theory, Vroom's VIE Theory, reinforcement theory, and equity theory. Each of these work motivation theories will be presented briefly.

Need Theories

Maslow. Maslow's (1943, 1968) well-known need hierarchy theory was first proposed in 1943. It consists of five levels of need: physiological needs, safety needs, love needs, esteem needs, and self-actualizing needs. Upon meeting needs at one level, the individual's attention then shifts up the hierarchy to focus on meeting a higher level need. This process has been described as fulfillment-progression. Steers and Spencer (1977) applied Maslow's theory to a work situation involving 115 managers in various departments of a major manufacturing firm. They investigated the relationship between (a) need for achievement and (b) performance and satisfaction. They found that the need for achievement affects the relationship between performance and satisfaction. They also found that the correlations between performance and satisfaction were substantial for individuals with high need for achievement but did not differ significantly from zero for low-need achievers. Steers and Spencer interpreted this finding to mean that good performance is a reward in and of itself for high-need achievers. Lawler and Suttle (1972), however, could find little evidence to support the view that a hierarchy exists once one moves above the second level.

Alderfer. Alderfer (1969, 1972) proposed a theory called Existence, Relatedness and Growth (ERG) Theory. Steers and Porter (1975) have identified two differences between ERG and Maslow's original formulation. First, in addition to Maslow's concept of progressions based upon satisfaction of lower order needs, Alderfer suggests there is a frustration-regression process by which frustration to achieve higher-order needs causes individuals to redirect efforts toward lower-order needs. Second, Alderfer contends that more than one level of need may be activated at the same time.

Herzberg. Herzberg's Motivation-Hygiene Theory (1959, 1966) is also called a two-factor theory. In contrast to Maslow's five-factor theory and Alderfer's three-factor theory, Herzberg proposed that all individuals have two basic sets of needs: (a) maintenance needs which he termed "hygiene" needs, and (b) growth needs which he termed "motivator" needs. In Herzberg's theory, motivator-seeking needs are preferred as they lead to productive activity for workers and fewer control problems for managers. Unfortunately, a number of researchers (e.g., Dunnette, Campbell & Hakel, 1967; Hinton, 1968; King, 1970) have been unable to provide empirical support for the major tenents of the Herzberg two-factor theory. Porter, Lawler and Hackman (1975, p. 300) pointed out that "all things considered, the general conceptual status of the theory must be considered highly uncertain."

Need theories such as Maslow's, Alderfer's and Herzberg's are based upon inferred drives or needs that create tension in the person. These theories hold that it is necessary to know something about the history of responses and rewards for that person in order to accurately predict future behavior. Although the theories are unclear about where needs come from, they are very explicit in providing a framework for understanding individual differences in the strength of particular needs.

Reinforcement Theory

Reinforcement theory was founded on the idea that voluntary human behavior is environmentally determined. Reinforcement was defined by Hoyenga and Hoyenga (1984, p. 45) as "any manipulation of response consequences that increases the probability of that response occurring again in the future." Toates (1986, p. 7) defined reinforcement more simply as "a particular process by which a response is strengthened." The major thrust is stimulus-response-reward. Although some attempts have been made to apply reinforcement theory to understanding work motivation, Landy and Trumbo (1980, p. 355) contended that "currently the behaviorist approach to work motivation and performance is not well supported empirically and is somewhat insular in its concern for productivity as the major dependent variable.

Goal-directed Theory

Early enunciation of a goal-oriented theory by Georgopolous, Mahoney and Jones (1957) attempted to emphasize the process whereby the individual answers the question "Should I expend the energy or not?" This type of theory is referred to also as instrumentality theory because an individual's activity is seen as "instrumental in achieving some valued outcome" (Landy & Trumbo, 1980, p. 343). Georgopolous et al. believed that if high productivity is seen as leading to attaining one or more personal goals, a worker will be a high producer. If low productivity is seen as a path to achieve goals, then low productivity will result.

Vroom (1964) presented a model to explain how individuals make choices or set goals in work-related settings, that was subsequently labeled VIE. The letters stand for Valence, Instrumentality and Expectancy. Cognition is an essential element in Vroom's theory. Campbell and Pritchard (1976, pp. 74-75) summarized Vroom's VIE theory in the following manner:

> The Vroom model attempts to predict (a) choices among tasks or (b) choices among effort levels within tasks. In brief, he sees the force on a person to choose a particular task or effort level as a function of two variables: the valence, or perceived value of outcomes stemming from the action, and the expectancy, or belief that the behavior will result in attaining these outcomes.

Testing of Vroom's theory in industrial settings was carried out by Porter and Lawler (1968) who concluded that the theory can be supported empirically. They determined that these nine components were in the model--(1) value of the reward, (2) perceived effort required and the probability of receiving the reward, (3) effort, (4) individual abilities and traits, (5) role perceptions, (6) performance, (7) rewards, (8) perceived equitability of rewards, and (9) satisfaction.

Goal-directed theory has been criticized by Landy and Trumbo (1980, p. 351) for being unclear about the nature of potential rewards, even though Porter and Lawler attempted to distinguish between intrinsic and extrinsic rewards.

Equity Theory

Equity theory as described by Adams (1965) and Pritchard (1969) attempts to explain satisfaction with outcomes and to predict changes in behavior (i.e., motivation to behave in a particular manner). A general proposition in equity theory is that individuals form a perception of a ratio of their inputs in a given situation to their outcomes in that situation. Gilmer and Deci (1977) explain equity theory in this way:

> People prefer to have interactions which they perceive to be equitable . . . namely, that workers will be satisfied with their jobs when there is no discrepancy between their outcomes and their belief about what is an equitable outcome. When there is a discrepancy, whether higher or lower than what is perceived to be equitable, people will be dissatisfied. (p. 233)

Similar to goal-directed theories, such as Vroom's VIE model, equity theory is a cognitive theory. According to Landy and Trumbo (1980, p. 358), equity theory has intuitive appeal but has not been supported empirically.

Satisfaction

Three areas of research related to satisfaction are discussed--job satisfaction, turnover, and satisfaction with facets of work.

Job satisfaction. Early examples of study of satisfaction are the Western Electric studies (i.e., Hawthorne studies by Roethlisberger and Dickson, 1939; summarized in Homans, 1950). These studies spawned numerous attempts to show that job satisfaction is important because it influences productivity. Despite prolific research by others on this subject, Lawler (1983) contended that there are no well-developed theories on satisfaction and little theoretical based research on satisfaction. It should be noted that most job satisfaction literature suggests that overall satisfaction is determined by some combination of all facet-satisfaction feelings.

Turnover. The relationship between satisfaction and turnover has been studied often (e.g., Herzberg, 1957; Vroom, 1964; Porter & Steers, 1973). Although turnover has been shown to be influenced by other factors, for instance, positions available, it has been shown by Ross and Zander (1957) that highly dissatisfied workers leave jobs more frequently than satisfied workers. A stronger relationship has been shown between absenteeism and job satisfaction than between turnover and satisfaction. Similar to turnover, however, absenteeism is also caused by a number of other factors.

Facet satisfaction. Facet satisfaction is satisfaction with one aspect of a job, such as pay, supervision or the work itself. A model to explain facet satisfaction was developed by Lawler (1973) who drew on Adam's (1965) equity theory and Vroom's (1964) cognitive approach to motivation of workers. Lawler (1973) believed that satisfaction with particular facets of the job should be weighted as to importance in determining overall job satisfaction. Some factors have been found to make larger contributions to overall satisfaction than others. Pay satisfaction, satisfaction with the work itself, and satisfaction with supervision seem to have particularly strong influences on overall satisfaction for most people.

A methodological problem identified in Lawler's research is the importance of how questions about satisfaction are phrased. For example, asking "How satisfied are you?" will tend to produce responses that are more affirmative than asking "If you had it to do over again, would you pick the same job?" Also, a question which requires a "yes" or "no" response, will produce greater indications of satisfaction than will a continuum question which requires a response from a continuum of choices (e.g., "agree," "neutral," or "disagree").

Landy and Trumbo (1980, p. 414) stated that overall job satisfaction or satisfaction with a specific aspect of the job has generally been measured as an attitude. An attitude is defined as a "feeling, belief, or action tendency toward a psychological object" (1980, p. 414). Job satisfaction scales usually measure one of the first two components of an attitude--feeling or belief. Researchers do not always clearly define which of the two is being considered. This presents a problem for interpretation, according to Landy and Trumbo (1980, p. 414), "since the feelings about a job or job aspect are quite different from the beliefs about that aspect." Further, there has also been a tendency for investigators to develop their own scales, which has resulted in a great proliferation of instruments.

Summary

Work motivation theory attempts to explain work behaviors in organizations. Initially, motivation theories focused on worker performance. Theory development has focused on both needs and incentives. Cognitive processes have emerged as significant elements in theory development; affective elements are more often implied than made explicit. Great interest in recent decades has also been directed toward job satisfaction. An area of intense interest to researchers is the relationship between facets of job satisfaction and overall job satisfaction. A consequence of job dissatisfaction has been worker turnover and absenteeism.

Achievement Motivation

Motivation theory which attempts to explain learning behaviors and performance in learning situations is called achievement motivation theory. According to Rosser and Nicholson (1984), achievement motivation theory assumes that a trait or traits interact with cognitive factors (expectations and incentive values) to produce motivation.

The history of achievement motivation research goes back more than thirty years to the work of McClelland, Atkinson, Clark and Lowell (1953). They focused primarily on a particular motive which they termed "need for achievement" or N-ACH. They defined N-ACH as an individual's behavior toward completion which was coupled with a standard of excellence. An emphasis was placed on drives as instigators of achievement motives. Steers (1983) in summarizing the early work of McClelland et al., stated that their conceptualization of high need for achievement was characterized by these elements:

> (1) a strong desire to take personal responsibility for finding solutions to problems; (2) a tendency to set moderately difficult achievement goals and take calculated risks; (3) a strong desire for concrete feedback on task performance; and (4) a single-minded preoccupation with tasks and task accomplishment. (p. 43)

At the same time as McClelland and associates were investigating the need for achievement, Mandler and Sarason (1952) were investigating motivation to avoid failure. Atkinson (1964, 1974, 1981) subsequently pursued development of an incentive theory of achievement motivation. This development shifted emphasis to an incentive rather than a drive approach to achievement. A distinction was made between a motive--the latent predisposition to achieve--and motivation--which refers to an aroused motive (Atkinson, 1964). Atkinson and Feather (1966) recognized that the difficulty of the immediate task was an important situational factor controlling the arousal of achievement-related motivation. Raynor (1969, 1974) has contributed his conception of the motivational significance played by more distant future goals when one views present activity as instrumental to their attainment. Drives and incentives are seen by Hoyenga and Hoyenga (1984, p. 377), generally, as differing in strength from individual to individual "because of differences in developmental experiences."

Another dimension of achievement theory focuses on individual expectations. Ruble (1978, p. 227) cited confusion in the literature over specific definitions of expectancy or probability of success. She stated, for example, that this term may refer either to "the individual's subjective estimates of success at a given task or to a more objectively-based probability of success based upon social norm information." Atkinson (1964) believed that the intensity of motivation to achieve is determined jointly by the expectancy for success and by the anticipated incentive of the goal. Ruble's analysis of achievement theories identified these three major determinants of achievement motivation present in all models: "(1) individual differences, (2) expectations or probability of success, and (3) incentive value of outcomes" (Ruble, 1978, p. 227). Other concepts identified in the literature as central to achievement motivation are "ability" (Livesley and Bromley, 1973; Shantz, 1975; Rhodes and Ruble, 1978); "success and failure" (Bialer, 1961; Heckhausen, 1967; Veroff, 1969); and "challenge" (Atkinson, 1957; Harter, 1974; Weiner, 1974).

Achievement motivation theory is closely linked to the concept of satisfaction. For example, Atkinson and Birch (1970) concluded that people were more likely to approach moderately difficult tasks than either hard or easy tasks because moderately difficult tasks offer the greatest positive incentive value. According to the theory, satisfaction of the motive is valued according to its likelihood of being achieved. Thus, the less likely success is, the more pleasure will be produced by success if it occurs. According to Hoyenga and Hoyenga (1984, p. 376), people approaching a task consider not only how "success on that task would make them feel, but also how probable success is." Therefore, the incentive value of the task is a product of the success probability and the incentive value of the task itself.

The expectancy model of achievement motivation has some difficulty defining what factors seem to produce high and low achievers. Farmer and Fyans (1980) attempted to construct a model to account for individual differences in motivation and achievement in women. They group variables as either psychological or environmental. Among the psychological variables are self-confidence, sex role orientation, home-career conflict, fear of success, risk taking, and career and achievement behavior. Environmental influences include the social context, early socialization in the family, and purpose. A difference from earlier theory that was uncovered in their study was the nonpreference of motivated females for tasks of moderate risk. Preferences noted by Farmer and Fyans (1980: 407) were for "either very high or low risks" which either "guaranteed sure success or sure failure."

Attribution Theory

On the bases of earlier work by Rotter (1966), Heider (1958) and others, Weiner (1974, 1979) developed an attribution theory of motivation. Some disagreement exists about whether attribution theory is a branch of achievement theory or an alternative to achievement theory. Rather than assuming that motivation is a trait within a person, attribution theory holds that actions are based upon an individual's perceptions of the causes of success, failure, or both. There are three dimensions of attributions that people make for success or failure--locus, stability and controllability. These dimensions have been summarized by Rosser and Nicholson (1984) in the following way:

> The locus dimension consists of internal and external causes. Internal causes are . . . ability and effort, for example. External causes are . . . for example, task difficulty, . . . parents, or peers. The second dimension is stability: Are the causes relatively permanent, or do they vary across situations? . . . The third category, controllability, concerns whether or not the individual has control of the variable. (p. 409)

Attribution theory emphasizes the cognitive aspects of motivation. According to attribution theory, motivation may be changed by changing perceptions of causality. Aronson (1972) suggested a central assumption of attribution theory is that people will attempt to maintain a positive self-image. Therefore, as Slavin (1986, p. 351) pointed out, individuals will attribute success outcomes to their own efforts and activities, but will attribute failure outcomes to factors over which they had no control.

Summary

Achievement motivation theory offers an explanation of behavior by emphasizing needs, incentives and expectations. The element of cognition assists in defining risk-taking behaviors and affective measures of accomplishment. In this fashion, achievement theory attempts both to predict behavior as well as to explain individuals' reactions to outcomes. Attribution theory extends the explanation of individuals' reactions to outcomes by emphasizing attributions of causality.

Satisfaction in University

A growing body of literature is evidence of a developing interest in student satisfaction. The literature reviewed dealt with measures of student satisfaction in post-secondary settings. The study of student satisfaction and performance is related to, but distinct from, worker satisfaction and performance. Tinto (1986) succinctly described this difference and cautioned against direct application of job satisfaction research to student satisfaction research by stating that

> The application of theories of work organizations . . . must be carried out with care. The primary difficulty with such applications is that they make the implicit assumption that higher education organizations are essentially the same as those in the world of work and, therefore, that one can think of students in those organizations as one would of workers in factories or offices. While the analogy might be stretched to fit faculty and staff, it is doubtful that students would see themselves in the same light as would workers generally. Though the analogy of worker productivity to student performance is especially appealing . . . we must be careful not to push such analogies too far. (p. 377)

Student satisfaction research has not been explicitly predicated on the models of worker satisfaction described earlier in this chapter. Most studies of student satisfaction are descriptive research and have been conducted without a theoretical framework related to satisfaction. Few building blocks seem to have been identified in this area for theorists. One of the most thorough analyses of accumulated research about students in American colleges and universities was conducted by Feldman and Newcomb (1969) in the late 1960s. After reflective consideration of what was known at that time about the impact of higher education on students, they (1969) wrote that

> Our best guess at the moment is that a college is most likely to have the largest impact on students who experience a continuing series of not-too-threatening discontinuities. Too great a divergence between student and college, at least initially, may result in the marshalling of resistances. Too little might mean no impetus for change. From this point of view, a college's objectives might include a tolerance, or even a desire, for those discrepancies that can stimulate change and growth. (p. 332)

Studies of student satisfaction have continued in this best-guess-at-the-moment approach. In these descriptive studies, satisfaction has been defined in various ways. For example, Aitken (1982) and Babbitt and Burbach (1985) take the term to mean student acceptance of academic programs and living conditions. Bean and Metzner (1985, p. 523) have described satisfaction as "the degree to which a student enjoys the role of being a student and reports a lack of boredom with college courses." A further example is provided by Nafziger, Holland and Gottfredson (1975, p. 132) who defined a satisfied student as one who is a "typical student at his college and [has] a personality pattern which is both consistent and well defined."

One of several approaches to the study of student satisfaction is the measurement of student perceptions of campus environments. Dennison, Tunner, Jones and Forrester (1975) investigated the areas of personal satisfaction which students expected to find in colleges in the British Columbia post-secondary system. Course work, new ideas, academic competition and individual study ranked high; social life and extracurricular activities ranked quite low (Dennison et al., 1975, p. 59). Nafziger, Holland and Gottfredson (1975) demonstrated that student-college congruence is a predictor of satisfaction.

Another approach has been to study the possible relationship of student personality to satisfaction. Students fitting career-type characteristics for a major (see Holland, 1971) were more satisfied with their majors and programs than were students not having a close career-type fit. Vocational self-concept was found by Meier and Schmeck (1985) to correlate well with student satisfaction. Witt and Handal (1984) demonstrated that students' perceptions of their environment had a greater effect on satisfaction than did either student-college congruence or students' personality. Self-assessment of development was the focus of Rich and Jolicoeur's (1978) study of student satisfaction in California. Perceptions of satisfaction with campus environments were found to be related to measures of student attitudes and value orientations as well as to background variables such as age, sex and family characteristics. In a study covering several New England states, Zemsky and Oedel (1983) identified variables related to college choice as precursors of student satisfaction. National students (i.e., students from out of the state or region), in contrast to local students, were shown to have higher aspirations and generally perceived greater personal satisfaction with campus environments.

A third approach has been to study relationships between student satisfaction and performance. In a study at Indiana University, Bean and Bradley (1986) concluded that student satisfaction had a greater effect on student performance than student performance had on student satisfaction. They found that the best predictors of satisfaction were institutional fit, academic integration, satisfaction with social life, and perceived utility of education. Factors that predicted academic performance in university were high school performance, academic integration, memberships, and satisfaction with social life.

A fourth approach has been to study overall satisfaction. Astin (1974, 1978) looked at overall student satisfaction in a national sample of university students from 194 American institutions. He concluded that overall satisfaction could be measured. Astin also identified specific facets of satisfaction that could be measured, including teaching, curriculum, facilities, career preparation, extra-curricular activities, and administrative services. He found that little variance in student satisfaction could be accounted for among entering characteristics, institutional characteristics, and measures of student involvement (1974, p. 168). Specific aspects of the college experience (ranked in Astin's findings) which did have substantial effects on satisfaction were quality of instruction, contacts with faculty and fellow students (e.g., Pascarella (1980) has suggested that faculty and peer contacts have the greatest positive effects that add significantly to overall satisfaction), curriculum, college administration, reputation of the institution (this effect is greatest among students with higher grades), and intellectual environment.

On a more limited scale than Astin, Meredith (1985) studied student overall satisfaction at the University of Hawaii. The purpose of his study was to identify predictors of total campus satisfaction.

In declining order of importance these factors were opportunities for social integration, quality of teaching, campus appearance, academic advising, employment opportunities, and classroom facilities and equipment.

Measuring student satisfaction is also a means to assessing student affective growth. Astin (1980, p. 77) pointed out that student satisfaction is a useful category because it is relatively easy to assess and "widely applicable to the college experience." Longitudinal study of cohort groups can reveal the development of traits such as social maturity, tolerance and aesthetic appreciation.

Summary

Definitions of student satisfaction in university settings have not achieved consensus or general acceptance among researchers. Nevertheless, facets of student satisfaction have been identified and measured. Facets of satisfaction include satisfaction with career and educational goals, courses and facilities, and contacts with faculty and peers. Overall satisfaction appears to be a product of the total experience. Measurement of satisfaction has generally been accomplished by obtaining students' perceptions of satisfaction with specific aspects of their university experience as well as perceptions of their total experience.

Success in University

The literature on university student success contains research findings on both success in university and success after university.

This review is limited to the literature about success of students while they actually attending a post-secondary institution, even though there is a growing body of literature about student success after university (e.g., Baird, 1985; Holmes, 1986; Porter, Porter & Blishen, 1982; Cohen, 1984; and Samson, 1984).

Success, like satisfaction, appears to be more widely studied than well defined. The term "success" is used to label achievements in university. In some instances this means fulfilling a requirement; in other cases it denotes attaining a standing of excellence. Astin (1980) describes successful completion of a baccalaureate program as one of the three "core" student outcomes. The other two are cognitive development and student satisfaction.

Mathiasen (1984) concluded after a review of the literature on predicting college student achievement that, in general, successful college students are characterized by (a) having excelled academically in high school, (b) having high college entrance examination scores, (c) possessing good study habits, and (d) appearing to be more introverted, responsible and academically motivated.

Further, Chickering (1974, p. 53) found that resident students participated more fully in academic programs and associated intellectual activities than did commuter students. He noted that resident students also had more frequent contacts with faculty members and fellow students and, in general, participated more fully in the extracurricular and cultural activities of the campus. Recently, Nowack and Hanson (1985) studied academic achievement of freshmen students at UCLA. They reported that residence hall living was positively related to the Grade Point Average of women but not men. They also found that non-residence-hall students were more likely to be placed on academic probation than residence hall students. Further, non-residence-hall men were more likely to have academic difficulty than were non-residence hall women.

A more limited focus of studying relationships between aspects of success and aspects of student experience also appears in the literature. For example, Erwin (1986) found, generally, that students at James Madison University who financed 75% or more of their education also rated higher on scales of intellectual development. Other studies (e.g., Ungar, 1980) have also investigated relationships between student experiences with financial aspects of higher education and student outcomes.

Willingham (1985) reported on a nine-institution longitudinal study related to success in university. These universities and colleges were all located in the north-eastern United States, with the exception of one California college. The purpose of the study was to identify pre-college characteristics that were reliable predictors of success in undergraduate programs. He found that each institution had individualized definitions of student success. Generally, three types of success were recognized--academic, leadership, and significant personal accomplishment. Characteristics of successful students were determined from studying a group of students identified by faculty, administrators and other students as the most successful students on each of the nine campuses. Pre-college characteristics which correlated highly with subsequent selection as being a success by the end of an undergraduate program were (a) high school rank, (b) SAT scores, (c) high school honors, and (d) indications of follow-through in work or activities. Willingham found that academic achievement was more easily predicted than were leadership and personal accomplishment.

A growing body of literature describes research related to women students' success during university. Griffin-Pierson (1986) has summarized research about college women's perceptions of satisfaction. Similar to Farmer and Fyans's (1980) comments about motivation theory, Griffin-Pierson asserted that psychological theories based upon male behavior do not necessarily apply to female behavior. She proposed further research to identify how achievement motivation and satisfaction of women college students may be related to influences outside of school or employment. This environmental viewpoint implies that student success is a product of student experience that extends far beyond the actual university experience.

A summary by Pascarella (1986) provided a description of research findings on learning and cognitive development of students in college. He concluded that

> If one is willing to accept grade point average as a reasonable proxy measure of student learning and achievement during college then there is modest but fairly consistent evidence to suggest that social contexts, residential environments, and specific types of experiences within an institution may differentially influence learning. (p. 43)

Further generalizations based on the literature are offered by

Pascarella. For example, high aptitude students benefit by being in proximity to high aptitude students. Also, in residences where there is a strong social press for academics students appear to achieve well academically. When pre-college characteristics are controlled statistically, the frequency and quality of non-classroom faculty contacts is significantly and positively associated with academic achievement. There is some modest support for viewing student achievement as a function of person-environment fit. However, far less attention has been paid to environmental factors influencing cognitive development than to environmental factors influencing student achievement.

Retention and Attrition

As success in university is most often measured by academic achievements, research about the failure-to-achieve in university also sheds light on the concept of university success. While job satisfaction research links absenteeism and turnover to job dissatisfaction, research about student withdrawal has been based on a different model.

Spady (1970, 1971) presented a theoretical model of student decision-making for dropping-out which was based upon Durkheim's models of suicidal personalities. Spady's model has been further tested by Tinto (1975) and Pascarella (1978, 1979, 1980, 1981, 1984) working alone and with others. Through the testing of Spady's model, a relationship was shown to exist between student behaviors of both high social integration (e.g., peer friendships, membership in student organizations) and high academic integration (e.g., educational goals, informal contacts with faculty) with the outcomes of student persistence and intellectual development.

Although numerous researchers (e.g., Andrews, Andrews, Long & Henton, 1987; Hornbuckle, Mahoney & Borgard, 1979; Stickle, 1982; Weidman, 1984; Ungar, 1980), have studied factors associated with student withdrawal and persistence, Tinto's is the only theory that has generated a systematic testing of its ability to explain student departure from institutions of higher education. Tinto (1986) described his theory as "a dynamic interactive view of student experience, one that has its origins in social anthropological and ethnomethodological studies of human behavior" (p. 365). The elements of this theory include pre-enrolment characteristics, commitments to goals and the university, and social and academic integration. By Tinto's (1986, p. 367) admission, this theory is presently limited because it is not well suited to studying non-residential campuses nor commuter students. Another limitation is that its explanations of causality are not readily adaptable to the needs of planners.

Summary

Student success is described in the literature as both the completion of requirements and the attainment of excellence. A number of variables are found to be related to measures of student success. These variables are residence location, pre-enrolment characteristics, persistence in tasks, and frequency and nature of informal faculty contacts. Literature about theory development for student persistence and withdrawal behavior identifies both social and academic integration to be key elements.

College and University Transfer in Canada

A critical analysis of the Canadian college system by Dennison and Gallagher (1986) contained the observation that there is no national college-level system of education for Canada. Rather, they noted that the diversity of college models within Canada is a strength of the college system.

The literature makes distinctions about how the term college has been used in post-secondary education. In English-speaking Canada, the term "college" generally has been applied to non-degree granting institutions that emphasize vocational training. "Junior college" refers to institutions offering up to two years of a baccalaureate degree conferred by another institution. "Community college" is the term applied to a locally oriented, non-degree granting institution that offers general and specialized programs for full- and part-time students (Campbell, 1974).

In the Canadian system, transferability was described by Mowat (1974, p. 137) as "the movement of students among the institutions which comprise an educational system." In broader terms, Long (1986, p. 1) indicated that transferability also concerns accessibility of persons to higher education and the type of arrangements among post-secondary institutions to facilitate accessibility.

Dennison and Gallagher (1986) described transfer programs as consisting of college courses parallel or equivalent to those offered by universities. They summarized the development of transfer programs in the Canadian system in the following way:

> In some cases, arrangements for transfer of credit from college to university were established on a bilateral basis between individual colleges and universities, but in other cases transfer arrangements were established on a provincial basis. The two largest provinces varied from this pattern in two different ways: in Ontario, university transfer was not an integral part of the C.A.A.T [Colleges of Applied Arts and Technology] system; in Quebec, the university-type courses and programs were preparatory to the newly structured undergraduate university programmes but at least equivalent in standard and rigour to the courses offered in universities at the undergraduate level prior to the educational reforms in that province. Perhaps the purest form of university transfer program was in British Columbia where each college and each university agreed upon transfer arrangements for a great variety of courses at the first and second year level. (p. 71)

Transfer in Alberta

The rapid expansion of the college system in Alberta during the 1960s spawned a number of issues related to transfer of credit. Weleschuk and Eaton (1971) prepared a report outlining alternative strategies for articulating college and university programs of study. During the same time period, Small (1972) also investigated current college and university efforts to coordinate transfer. He found that the administrators from the involved institutions preferred to see a coordination mechanism evolve independent of the control of the provincial Department of Advanced Education. Resolution of the transferability issue in Alberta has been described by Long (1979) as a politically motivated solution rather than an educationally motivated one. Long concluded that the transferability issue escalated after 1971 and remained volatile until the establishment of the Council on

Admissions and Transfer in 1974.

The primary goal of the Alberta Council on Admissions and Transfer is to provide leadership and direction in the improvement and enlargement of educational opportunities for Alberta students through inter-institutional transfer. In September 1974, at the request of the Universities Coordinating Council and presidents of institutions of higher education in Alberta, the Minister of Advanced Education announced the establishment of a Council on Admissions and Transfer (Alberta Council on Admissions and Transfer, 1981). The Council decided that college-university transfer problems were a first priority. This priority was addressed by preparing and publishing a Provincial Transfer Guide for the 1976-1977 academic year. The guide, now entitled Alberta Transfer Guide, is published annually to reflect the current status of negotiated arrangements between colleges and universities in the province (Alberta Council on Admissions and Transfer, 1987).

The Alberta Transfer Guide details the institutional agreements for the transfer of credit. Institutions are listed as a "sending institution" or a "receiving institution." A sending institution is defined as "any post-secondary institution from which students are transferring" (Alberta Council of Admissions and Transfer, 1987, p. 2). A receiving institution is defined as "any post-secondary institution to which students are transferring" (p. 2). The public universities, i.e., University of Alberta, University of Calgary, University of Lethbridge, and Athabasca University, as well as a private college, i.e., Camrose Lutheran College, are degree-granting institutions which are listed as receiving institutions for university-level transfer credit. The list of sending institutions for university-level transfer credit includes two public technical institutes, ten public colleges, three private colleges, and a public school of fine arts.

A transfer patterns study conducted in 1983 provides the most recent figures about the volume, direction and nature of post-secondary student transfer in Alberta. The findings of this study (Alberta Advanced Education, 1984) revealed that the largest proportion of transfers over a five-year period had been to universities. Of the 5,136 students who transferred in the post-secondary system in 1979, 4,144 students transferred to universities. By 1983, out of a system-wide total of 7,078 student transfers, the number of university transfers had grown to 6,987, an increase of 69%. According to the Council, "the single institution receiving the highest number of full-time transfers each year was The University of Alberta" (Alberta Advanced Education, 1984, p. 22).

Transfer Student Performance

In the course of a three-year study of students transferring from Vancouver City College to the University of British Columbia, attrition and graduation rates of the students were found to vary with the particular university program in which they enrolled (Dennison and Jones, 1968). In general, students 25 years and older who had completed two years at the community college were more likely to graduate as scheduled than were students who had completed only one year before transferring. In a later study, Dennison (1978) found that only about half of the students enrolled in university transfer courses at British Columbia colleges actually intended to transfer to a university. In the United States, Hills (1965) reviewed studies conducted from 1928 to 1964 on student transfer and suggested that transfer students should expect to suffer an appreciable grade drop in the first semester after transfer. Although transfer student grades tended to improve in relation to their length of schooling, Hills noted that, as a group, native students perform better than transfers.

Similar results were found by Small and Konrad (1986) after a three-year study of students who transferred from an Edmonton community college to the University of Alberta. Approximately half of the transfers withdrew or indicated the likelihood of withdrawing after one year on the university campus. Of those who remained, an equal number maintained a grade point average similar to that earned in college while the others experienced a decline of one grade point after a year of study at the University. In addition, Small and Konrad (1986, p. 4) noted that "the transfer students were less satisfied with the university environment than with the college environment, and most felt that they had made the right decision in attending college first."

Research study of transfer student performance appears to be more widespread in the United States than in Canada. As far back as the Knoell and Medsker (1965) study, differences were noted between grades earned in American community colleges and grades earned after transfer to a four-year institution. Research reports by Bragg (1982), who studied the Illinois college system, and Jackson and Drakulich (1976), who studied transfer in New Jersey, contain assertions that these differences in grades are reflective of different academic standards between two-year and four-year institutions. Some credence is given to this argument in Kissler's (1982) review of the literature, Anderson and Beers's (1980) study of higher education in Illinois, and Harmon's (1976) study in North Carolina. All found evidence that community college transfers performed less well than either native students or those who transferred from other four-year institutions.

Research has suggested that transfer students may experience special problems in completing their educational programs. Dennison and Jones (1970) identified inadequate academic preparedness, loss of course credits and lack of prerequisites as problems affecting British Columbia students. Fetters (1977), in a national longitudinal study in the United States, found that two-year transfer-in students withdrew more frequently on a four-year campus than did native four-year students. In reviewing American studies on student transfer, Cross (1968), Cohen and Brawer (1981), and Rich (1979) concluded that ethnicity, finances, residence location and admissions policies also contributed to the problems experienced by transfer students. In addition, researchers have suggested that colleges and universities do recognize a need to develop specific ways of responding to transfer students. For example, Remley and Stripling (1983) stated that universities in Virginia report fewer problems in articulating programs for college transfer students than previously. Institutional concerns about mature student drop-outs prompted Bean and Metzner (1985) to develop a theoretical model based upon Tinto's work for the study of non-traditional student attrition. Volkwein, King and Terenzini (1986) discovered that increased informal contacts with faculty by transfer students resulted in reports by these students of greater intellectual growth. These researchers also have attempted to compare variables related to transfer student success with variables related to success of university students in general.

Variables affecting transfer student performance and persistence have been identified by Knoell (1982), Hendel, Teal and Benjamin (1983), Remley and Stripling (1983) and others. These variables include education and career aspirations, adjustment to campus environment, and credit loss; they resemble the variables affecting college and university student attrition and retention identified by Spady (1970, 1971), Tinto (1975, 1982), and Pascarella (1980) and others. These attrition and retention variables include (a) informal contacts with faculty for academic planning and career encouragement and (b) satisfying personal relationships.

Summary

Transfer programs in Canada differ from one province to another. In Alberta, a well-defined process has been established to provide students with detailed information about transfer credit. Research findings show that transfer students experience problems related to loss of credit and lower university Grade Point Averages. Research findings also show a similarity between variables related to transfer student performance and persistence and variables related to university student departure decisions.

Conceptual Framework

The review of three bodies of literature related to the major focus of this study included literature about theories of motivation and satisfaction; theory and research on student satisfaction and performance; and research on transfer students. The conceptual framework incorporates relationships among major categories of variables which are identified in the literature as being interrelated. This conceptual framework summarizes the nature of transfer student satisfaction and success; it also shows the relationships assumed to exist between (a) satisfaction and success, (b) student background characteristics, and (c) transfer program and transfer experience.

The Nature of Transfer Student Satisfaction and Success

No dominant theory has been developed to explain student satisfaction and success in post-secondary institutions. Research in the area has been descriptive, with Tinto's development of a theory on student departure decisions being a notable exception. Most research conducted in the area of satisfaction has focussed on worker satisfaction. Theories of job satisfaction have been derived from theories of work motivation which were based upon more general theories of motivational psychology. Achievement theory and attribution theory have been refined by educational psychologists to explain student behavior in schooling situations.

In more recent development of motivational theories, assumptions about human behaviors have changed from a focus on reinforcements of drives to a focus on cognitive appraisals of choices. Important theories of achievement and attribution were based upon this cognitive approach to motivation.

Transfer student experience has been shown to be different from non-transfer student experience. Therefore transfer student satisfaction has been assumed in this study to be the perceived affective reaction of the student to both the sum of courses taken and the transition from one campus to another. Further, transfer student success has been assumed to be the completion both of all course requirements to an academic standard established by the university and all formal procedures required for registration at the university.

The Nature of Transfer Program and Transfer Experience

Transfer programs have existed between colleges and universities in both Canada and the United States for several decades. Initial junior-level courses in an undergraduate degree are offered at a college and, after the student transfers to a university, senior-level courses are taken to complete degree requirements. A number of common problems faced by students in the transfer experience are identified in the literature.

The major substantive problem in transfer identified in the literature is the effect of college-to-university program articulation on students and their programs. Lack of articulation has been found to result in uncertainties about transfer of credits. Also, lack of articulation often adversely affects student program planning and completion of pre-requisite courses while at college. The problem of program articulation has been the focus of the Alberta Council on Admissions and Transfer for over a decade. Guidelines have been established in Alberta to clarify in detail transfer arrangements between post-secondary institutions. It may be implied that institutional arrangements in Alberta have minimized, if not eliminated, problems with transfer of credit. Further, it may be implied that any difficulties with transfer reside either in the student or outside the college-university environment.

The Nature of Transfer Student Variables

In this study an effort was made to determine which selected factors were most closely associated with student success and satisfaction in a university transfer program. Characteristics of transfer students identified in the literature are generally variables related to predicting successful program completion. From the literature, the variables selected for this study included age, sex, marital status, permanent residence, academic background, academic status, career goals, educational goals, employment experiences, faculty contacts, peer group friendships, residence location, and transfer information. These variables reflect an interactionist perspective since they include both personal and environmental elements.

Theoretical Relationship Among Satisfaction, Success, and Student Experience in the Study

The possible relationships among satisfaction and success and student perception of transfer programs and transfer experiences are illustrated in Figure 2.1. In some ways, this Figure also could be viewed as a methodological framework for the study. Student perceptions of these elements were obtained from respondents in this study. Directional lines are used to show a relationship among the elements in Figure 2.1.

For reasons explained in the literature review, relationships were assumed to exist between categories of variables and transfer programs and transfer experiences. Evidence from the literature which supports this description of relationships includes, in part, findings of a relationship between (a) self-financing of educational costs, past academic performance, living in campus housing, close peer friendships and faculty non-classroom contacts and (b) academic performance.

A relationship was assumed to exist between selected student characteristics and the overall transfer program. This relationship is shown in Figure 2.1 by arrows indicating a causal relationship between these characteristics and the transfer program. A relationship was also assumed to exist between selected supports (e.g., family, peers, and staff) and the overall transfer program. This relationship is shown by arrows in Figure 2.1. Subsequent student perceptions of success and satisfaction are shown, in turn, as influenced by the transfer program.

A structural relationship was assumed to exist between a transfer program and a transition from college to university. Inherent in the concept of completing a transfer program is the element of completing a

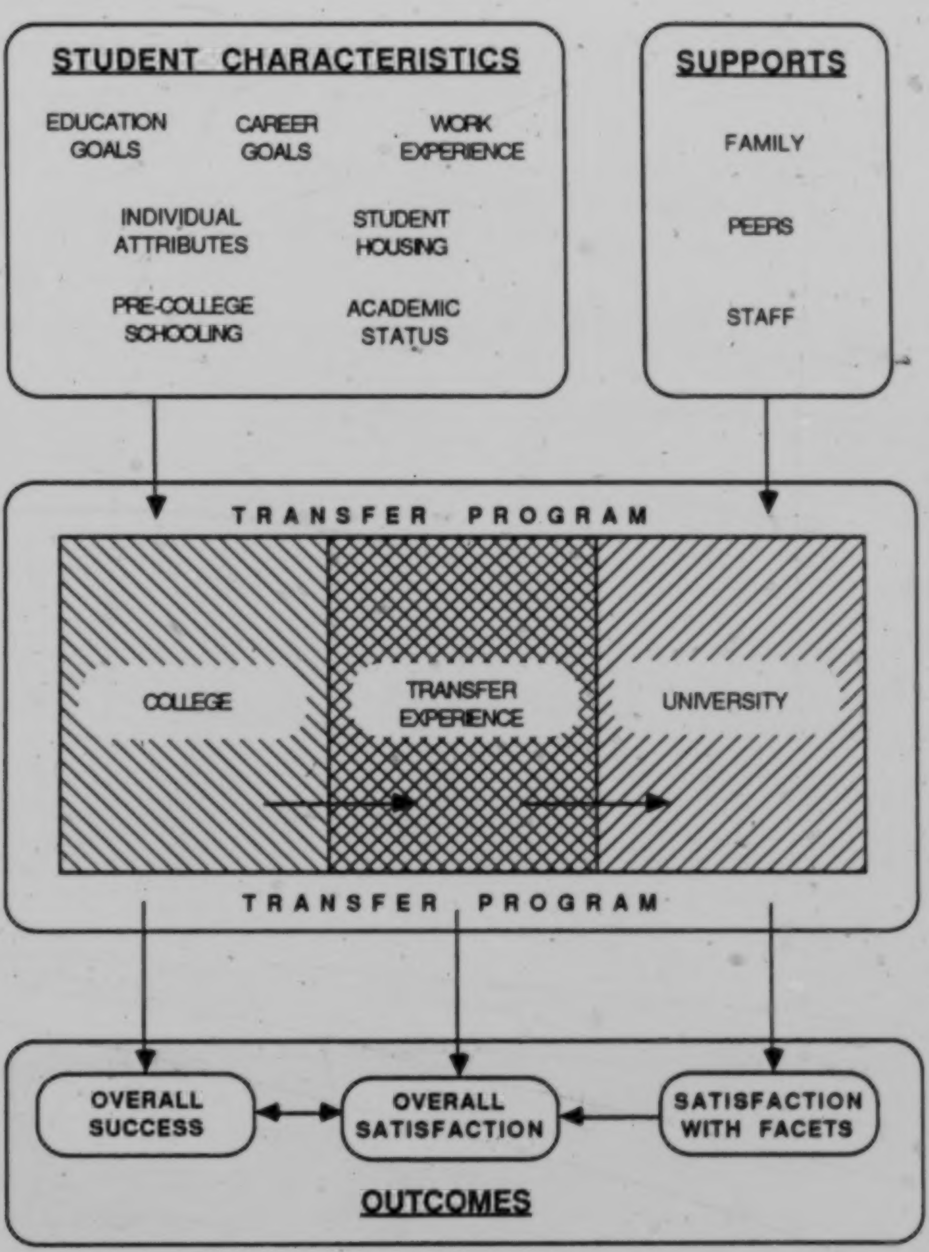
STUDENT CHARACTERISTICS
EDUCATION GOALS
CAREER GOALS
WORK EXPERIENCE
INDIVIDUAL ATTRIBUTES
STUDENT HOUSING
PRE-COLLEGE SCHOOLING
ACADEMIC STATUS
SUPPORTS
FAMILY
PEERS
STAFF
TRANSFER PROGRAM
COLLEGE
TRANSFER EXPERIENCE
UNIVERSITY
TRANSFER PROGRAM
OVERALL SUCCESS
OVERALL SATISFACTION
SATISFACTION WITH FACETS
OUTCOMES

Figure 2.1 Conceptual Framework of the Relationships Among Variables Involved in the Transfer Program.

transition from one campus to the other. A relationship is shown by overlapping the college and university programs with a transition. Subsequent student perceptions of success and satisfaction with the transition are shown, in turn, as indirectly having been influenced by the transition.

Although attribution theory is based on the assumption that perceptions of a task or experience affect degrees of satisfaction with outcomes, this assumption was not made in this study because of the nature of the particular student perceptions. Perceptions of satisfaction and success in the transfer program and with the transfer experience were seen as self-determined criteria of students. Because research had not clearly defined a causal relationship between satisfaction and performance, causal relationships between (a) overall satisfaction and success and (b) student experiences in a transfer program were not assumed.

The relationship between overall satisfaction and satisfaction with facets of the program and transition is assumed to be a causal relationship. Drawing from Lawler's work in the area of job satisfaction, the reaction to the total transfer program and transfer experience is determined by satisfaction with all facets of that program and experience. Similarly, as Lawler believed to be the case with job satisfaction, it was assumed in this study that students are able to recall and rate their satisfaction with facets of their program and experience as well as their overall satisfaction but that particular facets are stronger predictors of overall satisfaction than others.

An assumption about student perception was made with respect to the relationship between measures of success and perceptions of satisfaction. Achievement and attribution theory emphasize the relationship between perceptions of anticipated outcomes and outcomes actually achieved. The literature about college and university students does not substantiate causal relationships between anticipations of satisfaction and success and actual achievement of these outcomes. However, the arrows in Figure 2.1 do indicate that perceptions of satisfaction are related to success. Satisfaction and success are shown as overall outcomes of both the transition and the program.

Summary

Motivation theory has identified drives, incentives, and learned behavior as the major motives for human behavior. This broad perspective of general theory also encompasses the concepts of satisfaction and attribution of causality. Further, satisfaction and individual attribution of causality provide a conceptual basis for using a perceptual approach to measuring student response to university experiences.

Student satisfaction in university settings has been measured through student ratings of specific aspects of the university experience as well as ratings of the total experience. Variables of these types have been associated with measuring student responses to their university experience--personal characteristics, supports within the student's environment, and campus-related aspects.

Evidence was found in the literature and research to support the notion that significant administrative issues are linked to transfer programs and enrolment of transfer students. More specifically, in Alberta, provincial-wide coordination policies on transfer of credit have been established to minimize, if not eliminate, uncertainty regarding the transfer of credit from an Alberta college to an Alberta university for specific courses in a specific program of study. Descriptive studies about transfer student performance conducted in British Columbia and Alberta have produced findings which resemble findings from American studies of transfer students. Generally, these studies indicate that transfer students experience problems related to loss of credit and lower university Grade Point Averages.

The conceptual framework for the study combined the elements of student-related variables, supports, and the college-university experience with outcomes of success and satisfaction. This conceptual framework demonstrated the underlying theoretical assumptions of this exploratory study and the relationships which were investigated.

CHAPTER 3

Methodology

This chapter is divided into three sections--research design, instrument development and validation, and data collection and analysis procedures.

Research Design

Focus of the Study

The purpose of this study was to utilize student perceptions to identify, describe and categorize which variables are most closely identified with success and satisfaction in transfer from college study to a university-based degree program. The focus in this study centered on students transferring from Alberta colleges to the University of Alberta. Transfer students' perceptions of the experience of being a transfer student were collected. These perceptions were separated into background factors and outcome factors in order to identify interactions between measures of success and satisfaction.

Because the study was exploratory to a large extent, no research hypotheses were generated.

Research variables. For the purposes of the study, the degree of satisfaction and success with transfer programs and the transfer experience were identified as the primary variables to be examined. Aspects of satisfaction with the transfer program and the transfer experience were identified as secondary variables which warranted investigation to complete the study.

Research Questions

The following research questions guided the development of the research instruments, the analyses of data, and the discussion of the findings. The first two questions focussed on the examination of the relationship between selected student characteristics and ratings of overall satisfaction and facets of satisfaction with a transfer program. Questions 3 and 4 focussed on the examination of the relationships between the same selected student characteristics and measures of success in the program and the transition to the university campus. The final question focussed on the examination of the nature and perceived adequacy of assistance available to students in a transfer program.

These questions enabled investigation in a university setting of the effects on students of the transfer experience and of the transition from a college campus to a university campus:

1. To what extent are selected student factors related to satisfaction with the transfer experience?
2. To what extent are selected student factors related to satisfaction with the transfer program?
3. To what extent are selected student factors related to success with the transfer experience?
4. To what extent are selected student factors related to success with the transfer program?
5. What personal and group resources and institutional support are utilized by students to progress toward completion of a

transfer program?

Development of Research Instruments

Two instruments were required for this study to measure the respondents' perceptions of satisfaction and success with the transfer program and the transfer experience. It was decided that students would complete a questionnaire which contained both satisfaction items and success items. A second group of students were selected to provide anecdotal descriptions of satisfaction and success through participation in interviews.

A search of available instrumentation revealed that no previously validated means existed of measuring satisfaction and success of transfer programs in a Canadian context. A number of instruments were identified that assessed satisfaction and performance in work settings (i.e., job satisfaction scales) or that identified problems experienced by students in transfer programs. Most were considered either too complex or did not readily lend themselves to adaptation for this study. Therefore, it was decided to design new instruments.

Initially, a pool of items on college and university experience related to transfer success was developed and submitted to a panel of post-secondary administrators for reaction and suggestions for improvement. When the pool of items had been checked for content validity, tentative drafts of the research instruments were developed.

The Questionnaire

The questionnaire approach was chosen to survey a sample of

University of Alberta students. This approach was selected because much of the data collected was biographical and self-report information. According to Baird (1976),

> direct information from questionnaires is generalizable, useful for specific decisions and related to non-test and non-questionnaire variables. . . . A practical advantage is that they can provide a broadband assessment without using an elaborate testing battery. The multiple regression procedure can then select the combination from the diverse biographical variables that may lead to the most efficient prediction. (p. 77)

Other advantages to the questionnaire approach are the anonymity of respondents and the convenience and relative inexpensiveness to the researcher.

The transfer student questionnaire was developed from a review of the literature in the areas of motivation theory, student satisfaction and performance in university, and transfer students. For example, items related to faculty contacts reflect the types of academic integration described by Tinto (1975). A copy of the questionnaire is included in Appendix A.

General background information. The first section of the questionnaire was divided into two parts designed to collect information to describe some of the personal characteristics of the respondent. In the first part, respondents indicated their age, sex, marital status, permanent residence status, and parents' level of education. Generally, this information was sought to provide an indication of the demographic composition of the sample. Two additional types of items were included in this section--work experiences and student housing. In the work experience items, respondents indicated length and career-relatedness of their work as well as the degree to which earnings financed their educational costs. Then, respondents indicated whether they had resided with parents or in campus housing while registered in courses. This information was sought for use in analyses of possible relationships between personal characteristics of transfer students and degree of satisfaction and success with transfer programs.

The second part was designed to collect information about the academic background and status of transfer students. Respondents indicated the number of terms (e.g., Fall, Winter, Spring, Summer) of previous study, credits earned, credits transferred, present degree program, changes in faculties, employment while studying, and past and current Grade Point Average. This information was sought to provide a basis of comparison within the sample as well as possible relationships between past academic performance and degree of satisfaction and success.

Education and career plans. The second section of the questionnaire collected information to describe some past goals and present goals. Respondents indicated the degree of clarity of career plans, past and present educational goals, and likelihood of degree completion. This information was sought for use in analysis of possible relationships between the forming or holding of particular goals and the measures of success and satisfaction.

Experiences in college and university. The final section of the questionnaire was divided into two parts designed to collect information to measure the degree of (a) satisfaction in the transfer program and with the transfer experience, and (b) success in the transfer program and with the transfer experience. In the first part, respondents indicated their attitudes toward college experiences, including college choice, peer friendships, faculty influences, and the transfer process. These types of items were identified in the literature as relevant to satisfaction in studies of students at four-year American college campuses. Details about experiences in the transfer process were also collected.

In the second part, respondents indicated their attitudes toward university experiences on items parallel to questions about college experiences in the first part of this section. Comments about difficulties experienced in transferring were sought to provide descriptions of the nature and magnitude of aspects of dissatisfaction with the transfer experience.

The Interview Schedule

The interview schedule (Appendix B) was developed after analysis of questionnaire data. The analysis of that data generated several questions related to the nature of success and satisfaction; the interview schedule was designed especially to answer these questions. Three administrators from Alberta post-secondary institutions reviewed the interview schedule; it was pilot-tested with four University of Alberta transfer students, who were not included in the sample.

Reliability and Validity of the Instruments

Since data gathering for many educational research studies is often most appropriately obtained by survey methods, the instruments used must have high degrees of reliability and validity if meaningful conclusions are to be reached from the data collected. Engelhart (1971) stated that

> The characteristics of a test most fundamental to its effectiveness and which is contributed to by all other desirable characteristics is its validity--how well it measures what it is designed to measure. . . . Similarly reliability most simply refers to the consistency with which the scores on a test are related to the scores on the same test given a second time. (p. 151)

Reliability. As stated above, an instrument is considered reliable if it gives consistent results upon separate administrations. The nature of this study and the particular respondents involved posed problems in establishing instrument reliability. Since the primary purpose of the study was to examine satisfaction and success in the transfer experience within a transfer program at a given time, a test-retest procedure was not considered to be appropriate. For example, if the questionnaire were administered again at a later date for purposes of assessing reliability, the perceptions of the respondents may have changed due to further experiences and to reflection on cumulative experiences. Therefore, the results obtained in a retest may not have been comparable with the earlier test. Despite this circumstance, Engelhart (1971) commented

> While high reliability should be sought, a relatively unreliable test may have adequate reliability for group comparisons. Unreliability is a limitation, but it is a limitation that can be taken into account when interpreting the data. (p. 89)

The Guttman split-half test of reliability was applied to the scaled questionnaire items about satisfaction. This statistical test can be used to produce a coefficient which indicates whether respondents answered the items in a consistent manner. A coefficient of .80 or greater is considered to indicate response reliability; a coefficient of .82 was obtained in this study.

Validity. Validity, as noted by Engelhart, refers to the degree to which a test actually measures what it purports to measure. First, this is a question of face, content and construct validity of the research instruments. Face validity in this study referred to whether the items appeared to be related to success and satisfaction in transfer. The concern over content validity was whether the domain of success and satisfaction in transfer was covered sufficiently. In this study, construct validity involved consistency in the measurement of satisfaction ratings with student perceptions of satisfaction.

A substantial effort was made in this study to ensure that the instruments developed did actually address the areas they were believed to address. Instrumentation used to investigate particular constructs (e.g., Terenzini, Lorang & Pascarella, 1981) which were relevant to this study (e.g., measurement of student perceptions of satisfaction) were used to guide aspects of the development of the questionnaire and interview schedule.

A group of respondents similar to the actual study respondents pilot-tested the instruments. As a means of enhancing reliability and increasing face and content validity, the questionnaire was reviewed by six senior administrators from the University of Alberta and Alberta colleges who had responsibilities in the area of student transfer. The questionnaire was then pilot-tested by a group of fourth-year University of Alberta undergraduates who previously attended other post-secondary institutions. The interview schedule was reviewed by three administrators from Alberta post-secondary institutions and was pilot-tested with four University of Alberta transfer students, who were not included in the sample.

Most of the comments and suggestions of the pilot study were incorporated in the questionnaire and interview schedule. All items included in the final draft were resubmitted to three of the senior administrators to consider in light of the purposes of the study. It was concluded that on the basis of comments from the pilot-tests and the responses from senior administrators that the face and content validity of the instruments in this study were reasonably established.

Second, there was a concern about the validity of data obtained by individuals' self-reports. According to Baird (1976), the literature on student self-reports of biographical information and grades indicates student reports are as valid as institutional reports. He cited evidence that post-secondary students "generally provide accurate reports of their past behavior, even when items deal with sensitive issues" (p. 3). Further, when discrepancies were found in self-reports, no relationship could be established between respondent characteristics and incidences of discrepant reports.

On the basis of these empirical findings, the validity of student responses to items included in the research instruments in this study was reasonably established.

Data Collection and Analysis

In this section, the procedures used in collected and treating data are described.

Data Collection

Data were collected from a sample of university students through questionnaires and interviews.

Respondents. According to the University's 1986-87 Data Book, 1,341 students from all 15 Alberta colleges listed in the Alberta Transfer Guide had registered for the first time and had full-time student status during the 1986-87 Winter Session. Permission for access to student names and addresses was obtained from the General Faculties Council Executive Committee, University of Alberta (Appendix E). A current list of names and addresses for students in the sample was obtained from the University Registrar. In October 1987, however, of the original 1,341 students there remained only 1,081 students from 14 of the potential 15 Alberta post-secondary institutions who were attending the University of Alberta. This represented an attrition of 260 students or 20% of the initial sample.

Two random samples were drawn from this remaining population. One random sample included 400 students who received questionnaires. A second random sample included 100 students who were invited to participate in interviews. Questionnaire recipients were excluded from the second sample. The questionnaire was completed and returned on time by 258 students. Further, 10 students volunteered and participated in individual interviews.

Distribution and collection of questionnaires. Questionnaires were mailed to 400 students in the last week of October 1987. A covering letter (Appendix C) whose purposes were (a) to introduce the nature of the study, (b) to request that the questionnaire be completed, and (c) to assure anonymity, was mailed with each questionnaire. A return control card containing a distinct number code for each respondent and two self-addressed campus mail envelopes were also included. By completing the control card (Appendix C) and returning it separately, respondents could indicate that they had returned the questionnaire while at the same time preserving their anonymity. By mid-November, approximately 37% of the questionnaires and control cards had been received.

A follow-up letter and control card (Appendix C) were then mailed to all students who had not returned the first control card. The purpose of this follow-up was to encourage more students to complete the questionnaire. A second follow-up letter (Appendix C) was mailed two weeks later to all students in the sample who had not returned a control card. By the closing date for accepting questionnaires (15 December 1987), the response rate for the sample was 67.3%. From the 400 questionnaires which were mailed, 258 were completed and returned by the deadline, nine were completed and returned after the deadline, eight were r[illegible]ned by the Post Office as undeliverable, and nine students indicated that they had attended only high school courses at a college. This last group did not meet the operational definition of transfer student and were taken out of the sample.

Interviews. A letter (Appendix D) was mailed to 100 students in January 1988 to introduce the nature of the study and request participation in an interview. A return card and self-addressed campus mail envelope was mailed with each letter. By completing the return card (Appendix D), respondents could indicate interest in participating in an interview. Three letters were returned by the Post Office as undeliverable, seven students returned the card declining to participate, and 10 students returned the card indicating a willingness to be interviewed. No attempt was made to contact or encourage nonrespondents to participate. During the last week of January and the first week of February 1988, these 10 students were interviewed. The average length of the interviews was 32 minutes with the range extending from 27 to 46 minutes. The researcher has formal training and seven years of experience in conducting structured and semi-structured interviews.

Data Analysis

Two forms of data were collected by the questionnaire and a third form was collected by interviewing. The three forms of data gathered were treated differently.

Questionnaire scaled responses. Data gathered from the completed questionnaires were coded on data processing cards for statistical analysis. Comments were not requested on the scaled items and, generally, respondents did not offer comments on these items. Items requiring respondents to write a number or word in a blank space (e.g., the number of terms of full-time registration at a college) were coded in a similar manner to items requiring respondents to select a response from a choice of responses which were provided on the form.

Questionnaire free responses. Care was taken not to reduce the descriptive quality of the written responses. Initially, all different responses were assigned a separate code number. Following the coding of all free responses, the researcher with the assistance of another doctoral student grouped similar responses into fewer categories. These categories were subsequently collapsed into fewer classes, based upon the content of the response.

Interview data. Data collected from the interviews were submitted to content analysis. Data gathered in the interviews were carefully analyzed and coded with a system developed by the researcher. The data were then treated in two ways. First, a synopsis of respondents' comments for each interview item was made and second, a tabular summary was generated using the coding methodology.

The analysis of all these data involved using the University of Alberta Division of Education Research Services (DERS) Statistical Package for the Social Sciences (SPSS) programs. The most common statistical techniques applied to the data were frequency distributions, comparisons of means, correlational analysis, and regression analysis.

Frequency distributions and comparisons of means were used to determine the extent to which satisfaction was related to selected variables. Respondents' ratings of satisfaction with particular facets of their programs and experiences were used to determine the relationship between these facets and the selected variables (Questions 1 and 2).

Similar statistical analyses were used to determine the relationship between respondents' success in transfer programs and with transfer experiences according to several criteria and selected variables (Questions 3 and 4).

Finally, respondents' comments regarding the nature and perceived adequacy of college and university assistance to complete transfer programs were analyzed statistically to identify which selected variables were the best predictors of difficulties with transfer and assistance (Question 5).

Summary

The research design focussed on gathering transfer student perceptions in order to identify variables related to satisfaction and success with the transfer process. The major variables of satisfaction, success, transfer experience, transfer program, and supports were combined into the five research questions which guided this study.

Two research instruments were created by the researcher for this study. Both instruments were reviewed by practitioners familiar with post-secondary transfer programs in Alberta. Then, each instrument was pilot-tested with students similar to the sample for this study. Final modifications of the instruments were undertaken to increase the reliability and validity of the questionnaire and interview schedule.

A questionnaire response rate of 67.3% (n - 258) was received from a sample of 383 students. Questionnaire data consisted of scaled and free responses. Ten students were interviewed to provide further descriptions of satisfaction, success, and supports in the transfer experience and transfer program. The average interview was 32 minutes in length. All data were coded for statistical analysis through the University's Division of Education Research Services. Free responses and interview data were also treated with more intrepretative techniques.

CHAPTER 4

Profile of Respondents

This chapter presents a profile of the sample of transfer students at the University of Alberta upon which this study was based. The characteristics are classified into two sections--questionnaire respondents and interviewees. The profile of the 258 students who responded to the questionnaire is divided into two parts--a description of the sample and of groupings within the sample. The profile of interviewees is a brief general description of their demographic characteristics and academic background.

Questionnaire Respondents

A profile of all respondents was developed after initial analysis of demographic responses. Respondents were also divided into six sets of groups which were used in analysis of questionnaire data.

Profile of the Sample

The profile of all respondents is divided into four parts: personal characteristics, academic background, work experiences, and student housing.

Personal characteristics. As presented in Table 4.1, 57.0% of the respondents were female and 43.0% of the respondents were male. These figures compare to 52.0% females and 48.0% males in the population for this study. The mean age of respondents was 23.5 years with a range from 17 to 47 years (Table 4.2). The average age of male respondents of

Table 4.1

Distributions of Sex of Respondents and Population of Transfer Students

	Male %f	Female %f	n
Respondents	43	57	258
Population	48	52	1,081

Table 4.2

Distributions of Age of Respondents (by Sex)

	Male		Female		Total	
Age range	f	%f	f	%f	f	%f
under 20	1	0.9	18	12.2	19	7.4
20 - 24	72	64.9	100	68.1	172	66.6
25 - 29	25	22.5	20	13.6	45	17.5
30 - 34	7	6.3	4	2.7	11	4.2
35 - 39	4	3.6	1	0.7	5	2.0
over 39	2	1.8	4	2.7	6	2.3
Total	111	100	147	100	258	100
Mean	24.40 years		22.76 years		23.46 years	

24.4 years was slightly greater than the average age of female respondents which was 22.8 years. Most of the respondents (82.9%) were single; the percentage of married males was substantially higher than the percentage of married females--17.1% compared with 6.8% (Table 4.3). A majority of respondents (89.1%) indicated that they were residents of Alberta. Non-Albertan Canadians constituted 4.3% of the sample and 6.6% of the sample were international students. A minority (28.5%) of respondents' parents had completed some post-secondary education. However, 61.4% of the respondents' fathers and 65.6% of the respondents' mothers had completed high school.

Table 4.3

Distribution of Marital Status of Respondents
(by Sex)

	Male %f	Female %f	Total %f
Single	77.5	86.4	82.9
Married	17.1	6.8	11.3
Other	5.4	6.2	5.8
Total	100	100	100

Note. The category "Other" includes responses of separated, divorced, widowed, and living together.

Academic background. The mean high school matriculation average of respondents was 70.9%. Males had a slightly lower matriculation average (70.4%) than did the females (71.3%).

The respondents had transferred from 14 Alberta colleges, as shown in Table 4.4. Three of these colleges (i.e., Concordia College, Northern Alberta Institute of Technology, and Red Deer College) accounted for 61.7% of the respondents in the sample and for 55.0% of the respondents of the population for this study.

Respondents were studying for a total of 13 different university degrees. The faculties of arts, sciences, and education accounted for the largest numbers of respondents. A similar percentage of respondents were pursuing Bachelor of Arts degrees (27.1%), Bachelor of Science degrees (23.3%), and Bachelor of Education degrees (26.0%) (Table 4.5). The remaining 23.6% of the respondents were studying for 10 different degrees. The largest group of these respondents (9.3%) was pursuing a Bachelor of Commerce degree.

Work experience. A majority of respondents did not work at jobs while registered in college courses. However, 124 of the respondents worked at full-time jobs for an average of 2.7 terms. Part-time jobs were held by 39.3% of the respondents for an average length of 2.3 terms while these students were registered in college courses. While registered in university courses, the majority (56.4%) of respondents did not work at either full-time or part-time jobs. The 14 respondents with full-time jobs worked an average of 1.8 terms while registered in university courses. The 99 respondents with part-time jobs worked an

1

Table 4.4

Distributions of College Attended of Respondents and Population of Transfer Students

College attended	Respondents f	Respondents %f	Population f	Population %f
Camrose Lutheran College	24	9	133	12
Concordia College	58	23	219	20
Grande Prairie Regional College	14	5	88	8
Grant McEwan Community College	14	5	76	7
Keyano College	3	1	28	3
Lakeland College	3	1	8	1
Lethbridge Community College	3	1	7	1
Medicine Hat College	12	5	47	4
Mount Royal College	9	4	31	3
Northern Alberta Institute of Technology	52	20	135	12
Olds College	4	2	12	1
Red Deer College	49	19	252	23
Southern Alberta Institute of Technology	6	2	27	3
The King's College	7	3	18	2
Total	258	100	1,081	100

Table 4.5

Distributions of University Degree Program of Respondents (by Sex)

	Male		Female		Total	
Degree	f	%f	f	%f	f	%f
Bachelor of Arts	27	24	43	29	70	27
Bachelor of Science	38	34	22	15	60	23
Bachelor of Education	19	17	48	33	67	26
Bachelor of Commerce	11	10	13	9	24	9
other Bachelor's degree	14	13	19	13	33	13
MD	2	2	1	1	3	1
LLB	-	-	1	1	1	0.4
Total	111	100	147	100	258	100

average of 1.9 terms while registered in university courses. A large number of respondents had recent work experiences. Table 4.6 shows (a) the relationship of these work experiences to respondents' career goals and (b) the extent to which respondents' earnings were directed to their education costs.

Table 4.6

Distributions of Career-relatedness of Respondents' Recent Work Experience and Use of Earnings to Pay for Respondents' Education

Statement	Strongly disagree 1 %f	2 %f	3 %f	4 %f	Strongly agree 5 %f	Mean	n
My work experiences in the past few years are related to my career goals.	26	17	14	26	17	2.91	236
Earnings from my work in the past few years generally go toward paying for my education.	10	10	10	31	40	3.81	246

Student housing. Table 4.7 reports (a) respondents' type of housing while attending college and (b) type of housing while attending university. More respondents lived with their parents while attending college (40%) than lived with their parents while attending university (29%). Also, more respondents lived in college residences while attending college (19%) than lived in university residences while attending university (12%). Generally, more students lived in residences or with parents while attending college than lived in residences or with parents while attending university.

Table 4.7

Distributions of Student Housing of Respondents While Attending College and University

	Lived in campus-owned housing		Lived with parents		Other	
	f	%f	f	%f	f	%f
Respondents while at college	50	19	104	40	104	40
Respondents while at university	30	12	74	29	154	60

Profile of Groupings of Respondents

Several groupings of respondents were developed as a means of exploring relationships between respondent characteristics and the major variables in this study. Groups were formed on the basis of these characteristics--attendance patterns, college location, college type, degree program, and date of first university registration. Selected characteristics of these groupings are discussed in this section.

Attendance patterns--Pattern A vs. Pattern B. A traditional notion has been that college transfer students study for one or two full sessions at college immediately after high school and then transfer directly to a university. College students who display other attendance patterns have been referred to in the literature as "non-traditional students." However, demographic changes in post-secondary student populations have created confusion rather than clarification in labels such as "traditional students" and "non-traditional students." Therefore, two groupings labelled "Pattern A" and "Pattern B" were created to assist in the analysis of data in this study. The Pattern A group resembled traditional students, while the Pattern B group resembled non-traditional students. Pattern A respondents were defined as students who completed their last college course within a year of transferring, attended college for two or four winter session semesters, transferred at least 27 credits to the University of Alberta, and attended the University of Alberta full-time for all three winter session semesters. All other respondents not meeting these criteria were Pattern B. Table 4.8 presents a profile of these

Table 4.8

Selected Characteristics of Respondents in Patterns A and B

Characteristic	Pattern A n = 103	Pattern B n = 155
Mean age	22.09	24.36
Sex		
Male	40.8%	44.5%
Female	59.2%	55.5%
Marital status		
Single	89.3%	78.1%
Married	4.9%	15.5%
Other	5.9%	5.8
Colleges most frequently attended	32.0% CC 25.2% RDC 14.6% CLC 7.8% GPRC	30.3% NAIT 16.1% CC 14.8% RDC 8.4% GMCC

Note. CC = Concordia College
CLC = Camrose Lutheran College
GPRC = Grande Prairie Regional College
GMCC = Grant MacEwan Community College
NAIT = Northern Alberta Institute of Technology
RDC = Red Deer College

groupings. Generally, Pattern A respondents were younger (22.09 years vs. 24.36 years), more likely to be single (89.3% vs. 78.1%), and more likely to have attended a college outside of Edmonton.

College location--Edmonton vs. Non-Edmonton colleges. Some of the respondents attended colleges outside of Edmonton, the city where the University of Alberta is located. These students may have experienced the transition from one campus to another differently than did students who had already attended a college in Edmonton. Therefore, two groups labelled "Edmonton" and "Non-Edmonton" were created to assist in the analysis of data in this study. Respondents who attended one of the four Edmonton colleges (i.e., Concordia College, Grant MacEwan Community College, Northern Alberta Institute of Technology, and The King's College) were identified as "Edmonton." Respondents who attended one of the 10 colleges outside Edmonton (i.e., Camrose Lutheran College, Grande Prairie Regional College, Keyano College, Lakeland College, Lethbridge Community College, Medicine Hat College, Mount Royal College, Olds College, Red Deer College, or Southern Alberta Institute of Technology) were identified as "Non-Edmonton." Table 4.9 presents a profile of selected characteristics of these two groups. The groups were similar in age and marital status, as indicated in Table 4.9. In both groups respondents disproportionately attended several colleges. The Edmonton and Non-Edmonton groups were of similar size, containing 131 and 127 respondents respectively.

College type. Generally, the colleges which respondents attended offered programs of study that may be categorized into one of three types. Some colleges offered only university transfer programs. That

Table 4.9

Selected Characteristics of Respondents Who Attended Either Edmonton Colleges or Colleges Outside Edmonton

Characteristic	Edmonton college respondents n - 131	Outside Edmonton college respondents n - 127
Mean age	23.54	23.38
Sex		
Male	45.8%	40.2%
Female	54.2%	59.8%
Marital status		
Single	81.5%	84.3%
Married	12.3%	10.2%
Other	6.2%	5.5%
College attended	44.3% CC	38.6% RDC
	39.7% NAIT	18.9% CLC
	10.7% GMCC	11.0% GPRC
	5.3% Kings	9.4% MHC
		7.1% Mt Royal
		4.7% SAIT
		3.1% Olds
		2.4% Keyano
		2.4% Lakeland
		2.4% LCC

Note. CC - Concordia College
CLC - Camrose Lutheran College
GPRC - Grande Prairie Regional College
GMCC - Grant MacEwan Community College
Keyano - Keyano College
Lakeland - Lakeland College
LCC - Lethbridge Community College
MHC - Medicine Hat College
Mt Royal - Mount Royal College
NAIT - Northern Alberta Institute of Technology
Olds - Olds College
RDC - Red Deer College
SAIT - Southern Alberta Institute of Technology
Kings - The King's College

is, the courses offered were university-level and equivalent to the first- or second-year course offerings at the University of Alberta. Colleges in this group (i.e., Camrose Lutheran College, Concordia College, and The King's College) were labelled "University transfer." Other colleges primarily offered vocational or technical courses in programs which lead to college diplomas or certificates. Colleges in this group (i.e., Lethbridge Community College, Northern Alberta Institute of Technology, Olds College, and Southern Alberta Institute of Technology) were labelled "Technical." The remaining colleges offered certificate and diploma courses as well as university-level courses. Colleges in this group (i.e., Grande Prairie Regional College, Grant MacEwan College, Keyano College, Lakeland College, Medicine Hat College, and Red Deer College) were labelled "University/Technical." Table 4.10 presents a profile of selected aspects of respondents in these three groups. Respondents from a University transfer college tended to be younger (21.1 years vs. 24.2 and 25.5 years) than were respondents in the other two groups. Technical respondents were more frequently male (63.1%), while University transfer and University/Technical respondents were more frequently female (69.7% and 58.7% respectively). A greater percentage of Technical respondents were married than were University/Technical and University transfer respondents (26.6% vs. 8.7% and 3.4% respectively). These groups differed in size with University/Technical (n = 104) and University transfer (n = 89) being larger than Technical (n = 65). One college in each group was attended

Table 4.10

Selected Characteristics of Respondents Who Attended Colleges Offering Different Types of Programs

Characteristic	University transfer programs only n = 89	University transfer and technical programs n = 104	Technical programs only n = 65
Mean age	21.1	24.2	25.5
Sex			
Male	30.3%	41.3%	63.1%
Female	69.7%	58.7%	36.9%
Marital status			
Single	94.4%	82.7%	67.2%
Married	3.4%	8.7%	26.6%
Other	2.2%	8.7%	6.2%
College attended	65.2% CC 27.0% CLC 7.9% Kings	47.1% RDC 13.5% GPRC 13.5% GMCC 11.5% MHC 8.7% Mt Royal 2.9% Keyano 2.9% Lakeland	80.0% NAIT 9.2% SAIT 6.2% Olds 4.6% LCC

Note. CC - Concordia College
CLC - Camrose Lutheran College
GPRC - Grande Prairie Regional College
GMCC - Grant MacEwan Community College
Keyano - Keyano College
Lakeland - Lakeland College
LCC - Lethbridge Community College
MHC - Medicine Hat College
Mt Royal - Mount Royal College
NAIT - Northern Alberta Institute of Technology
Olds - Olds College
RDC - Red Deer College
SAIT - Southern Alberta Institute of Technology
Kings - The King's College

by considerably larger percentage of students than were other colleges in that group (i.e., University transfer, 65.2% attended Concordia College; Technical, 80.0% attended Northern Alberta Institute of Technology; University/Technical, 47.1% attended Red Deer College).

Degree program. Respondents were primarily registered in one of three faculties at the University of Alberta--Arts (BA), Science (BSc), or Education (BEd). A sizable minority of respondents was also registered in the Faculty of Business (BComm). These four groups of respondents accounted for 85.7% of all questionnaire respondents. Respondents studying in other faculties at the University of Alberta were excluded from these four groups.

Table 4.11 presents a profile of selected characteristics of respondents in each of these four groups. The mean ages of all groupings were similar, ranging from 22.7 years for BSc to 23.9 years for BEd. The BEd, BA, and BComm groups contained larger percentages of female respondents than male respondents (F = 71.6%, F = 61.4% and F = 54.2% respectively), whereas the BSc group consisted of 63.3% male and 36.7% female respondents. Most BComm respondents attended college in Edmonton (65.8%). Most BEd respondents attended a University transfer college (56.7%). On the basis of college attended, neither BA nor BSc respondents resembled any of the other groupings used in the analysis.

Date of first university registration--September and January. All respondents first registered at the University of Alberta in the 1986-1987 Winter Session. Although the majority of respondents (90.7%) first registered for courses in September 1986, a number of respondents

Table 4.11

Selected Characteristics of Respondents Registered in BA, BSc, BEd, and BComm Programs

Characteristic	BA n = 70	BSc n = 60	BEd n = 67	BComm n = 24
Mean age	23.63	22.73	23.90	23.33
Sex				
Male	38.6%	63.3%	28.4%	45.8%
Female	61.4%	36.7%	71.6%	54.2%
Marital status				
Single	84.3%	88.3%	81.8%	75.0%
Married	7.1%	10.0%	15.2%	12.5%
Other	8.6%	1.7%	3.0%	12.5%
Colleges most frequently attended	25.7% CC 18.6% RDC 18.6% NAIT 10.0% GPRC	30.0% RDC 26.7% NAIT 10.0% MHC 8.3% CC	34.5% CC 17.9% CLC 11.9% NAIT 9.0% GPRC	37.5% NAIT 20.0% RDC 20.0% CC 8.3% GMCC

Note. CC = Concordia College
CLC = Camrose Lutheran College
GPRC = Grande Prairie Regional College
GMCC = Grant MacEwan Community College
MHC = Medicine Hat College
NAIT = Northern Alberta Institute of Technology
RDC = Red Deer College

(9.3%) first registered in January 1987. These two groups of respondents were labelled "September" and "January" respectively. Table 4.12 presents a profile of selected characteristics of each group. The mean age of January respondents was greater than September respondents (25.0 years vs. 23.3 years). The percentage of married respondents in the January group was twice as great as in the September group (21.7% vs. 10.3%). Although members of both groups generally attended one of three colleges (i.e, Concordia College, Northern Alberta Institute of Technology, or Red Deer College), a greater proportion of January respondents attended Edmonton colleges than did the September respondents.

Table 4.12

Selected Characteristics of Respondents
(by Date of First University Registration)

Characteristic	September 1986 n = 234	January 1987 n = 24
Mean age	23.3	25.0
Sex		
Male	43.2%	41.7%
Female	56.8%	58.3%
Marital status		
Single	83.3%	78.3%
Married	10.3%	21.7%
Other	6.4%	
Colleges most frequently attended	23.5% CC 19.7% RDC 18.4% NAIT 9.8% CLC	37.5% NAIT 16.7% GMCC 12.5% CC 12.5% RDC

Note. CC = Concordia College
CLC = Camrose Lutheran College
GMCC = Grant MacEwan Community College
NAIT = Northern Alberta Institute of Technology
RDC = Red Deer College

Interview Respondents

Five male and five female transfer students constituted the interview sample. Four of these students--two male and two female--were over 25 years of age. The other six were 24 years and younger. With respect to age and sex, the interview sample was constituted similarly to the questionnaire sample.

Table 4.13 reports a college attendance and degree program profile of the sample. Four interviewees attended University transfer and University/Technical colleges, while two interviewees attended Technical colleges. Four were in BA degree programs, two in BSc degree programs, two in BEd degree programs, and two in professional programs (i.e., pharmacy and dentistry).

Table 4.13

Distributions of Interview Respondents
(by College Attended and Degree Program)

	College attended			
Degree	Univ transfer	Technical	Univ/Technical	Total
BA	2	1	1	4
BSc	1	1		2
BEd	1		1	2
other			2	2
Total	4	2	4	10

With respect to college attended and degree program, the data in Table 4.14 show that the frequency distributions of interview respondents were similar to those of the questionnaire respondents.

Table 4.14

Distributions of Questionnaire and Interview Respondents
(by College Attended and Degree Program)

	Respondents	
	Questionnaire %f	Interview %f
College attended		
University transfer	35	40
Technical	25	20
Univ/Technical	40	40
Degree program		
BA	27	40
BSc	23	20
BEd	26	20
other	23	20

Summary

The profile of respondents revealed that questionnaire respondents closely resembled the population with respect to sex and college attended. Slightly more than half of the questionnaire respondents were female. A small minority of colleges contributed a large majority of students to the population and to the sample.

The total sample was divided into six sets of groupings to aid in analyzing responses. The profiles of these groups indicated that there were substantial demographic differences between the various sets. The characteristics used to devise the two attendance pattern groupings were similar to common definitions of "traditional" and "nontraditional" students. Pattern A, which resembled traditional students, accounted for 40% of the sample.

Grouping by college type emphasized student programs before transfer (e.g., most BEd respondents attended University transfer colleges) and revealed that respondents from University transfer colleges tended to be younger than respondents who attended University/Technical and Technical colleges. Technical respondents were more likely to be male, while respondents from the other two types of colleges were more likely to be female.

A similar number of respondents had attended Edmonton colleges as had attended Non-Edmonton colleges. In the grouping of four Edmonton colleges, two of the colleges (i.e., one Technical and one University transfer) accounted for 84% of the respondents. Non-Edmonton respondents attended a total of 10 colleges ranging in distance from 90 km to 530km from Edmonton.

The BEd and BA respondents were more frequently female, BSc respondents were more frequently male, and BComm respondents were evenly distributed between both sexes.

In a grouping by first university registration, January respondents (10% of the sample) tended to be older, more likely to be married, and more likely to have attended an Edmonton college than were September respondents.

CHAPTER 5

Analysis of the Major Variables

This chapter presents the analyses of questionnaire and interview data relative to the major variables in the study. In the first section, measurements of satisfaction are reported. The second section deals with measurements of success. The third section reports the analysis of the responses in the open-ended section of the questionnaire. Major findings are summarized in the final section.

Measures of Satisfaction

In this section, statistical analyses are presented concerning measures of satisfaction in the transfer program and with the transfer experience.

Satisfaction With the Transfer Program

Respondents' perceptions of satisfaction with five facets of the transfer program are described below, as are their perceptions of satisfaction with the overall transfer program. Responses were measured on a five-point scale (i.e., 1 = "strongly disagree" and 5 = "strongly agree"). Statistically significant differences at the .01 and .05 levels are reported in the text as "$p < .01$" and "$p < .05$." Also, means that were statistically significant are presented in the following form: (4.21 vs. 3.86, $p < .01$).

Student friendships. Respondents' perceptions of satisfaction with college and university friendships are reported in Table 5.1. Generally, college friendships were perceived to be more personally satisfying than were university friendships (4.20 vs. 3.73, $p < .01$).

Table 5.1

Means of Satisfaction Measures of Friendships in College and University (by Groups of Respondents)

Group	n	The student friendships I developed at college have been personally satisfying. Mean	The student friendships I have developed at this university have been personally satisfying Mean	Significance in same row
All	255	4.20	3.73	++
Male	108	4.08	3.78	++
Female	147	4.29	3.69	++
Edmonton	129	4.05**	3.73	++
Non-Edmonton	126	4.36	3.74	++
Univ transfer	89	4.23	3.78	++
Technical	63	4.08	3.65	++
Univ/Technical	103	4.25	3.75	++
Pattern A	103	4.39**	3.79	++
Pattern B	152	4.07	3.69	++
1 BA	68	4.10	3.40** 1-2	+
2 BSc	59	4.22	3.98** 1-3	
3 BEd	67	4.22	3.87	+
4 BComm	24	4.04	3.67	
September	232	4.23	3.75	++
January	23	3.91	3.58	

Note. Five-point scale, 1 = "strongly disagree," 5 = "strongly agree."
**p < .01 significance within columns.
+p < .05. ++p < .01 significance within rows.

With respect to college friendships, Pattern A and Non-Edmonton respondents were significantly more satisfied with college friendships than were Pattern B and Edmonton respondents (4.39 and 4.36 vs. 4.07 and 4.05, $p < .01$). Females tended to be more satisfied with college friendships, while males tended to be more highly satisfied with university friendships.

The differences within and between groupings with respect to satisfaction with university friendships generally were smaller than for college friendships. However, with respect to university friendships, the differences between BA respondents and BSc and BEd respondents were statistically significant (3.40 vs. 3.98 and 3.87, $p < .01$). BSc respondents reported the highest level of satisfaction with university friendships (a mean of 3.98). According to interview subjects, this may be at least partially a result of student interactions in laboratory courses.

Intellectual development. The respondents' perceptions of satisfaction with intellectual development in college and university are reported in Table 5.2. They reported a statistically significant greater level of satisfaction with the extent of their intellectual development in college than at university (4.03 vs. 3.86, $p < .05$). A t test showed that Pattern A respondents were significantly more satisfied than were Pattern B respondents with their intellectual development in college (4.28 vs. 4.07, $p < .05$). Pattern A respondents also reported the greatest decrease in mean scores of all groupings from satisfaction at college to satisfaction at university with

Table 5.2

Means of Measures of Satisfaction With Intellectual Development at College and University (by Groups of Respondents)

		I am satisfied with the extent of my intellectual development while at college.	I am satisfied with the extent of my intellectual development since enrolling in this university.	
Group	n	Mean	Mean	Significance in same row
All	256	4.03	3.86	+
Male	110	3.93	3.87	
Female	146	4.10	3.86	+
Edmonton	130	3.97	3.95	
Non-Edmonton	126	4.09	3.78	++
1 Univ transfer	88	4.08	3.83	
2 Technical	64	3.77* 2-3	3.99	
3 Univ/Technical	104	4.15	3.81	++
Pattern A	103	4.19*	3.79	++
Pattern B	103	3.92	3.91	
BA	69	3.88	3.79	
BSc	60	3.88	3.78	
BEd	66	4.16	3.94	
BComm	24	4.08	3.79	
September	234	4.05	3.84	+
January	22	3.83	4.08	

Note. Five-point scale, 1 = "strongly disagree," 5 = "strongly agree."
*p < .05. **p < .01 significance within columns.
+p < .05. ++p < .01 significance within rows.

intellectual development. University/Technical respondents were statistically more satisfied with their intellectual development at college than were Technical respondents (4.15 vs. 3.77, $p < .05$). Only the January and Technical groups reported a greater satisfaction with intellectual development at university than at college (4.08 vs. 3.83 and 3.99 vs. 3.77).

Faculty influences. Satisfaction with faculty influences was measured using student perceptions of faculty interest in students and faculty influence on career aspirations. Table 5.3 reports means of respondents' perceptions of faculty interest in students. Respondents reported a statistically significant difference between college faculty's interest in students from that of university faculty (4.31 vs. 3.31, $p < .01$). With respect to perceptions of college faculty, Pattern A and September respondents differed significantly from Pattern B and January respondents (4.28 and 4.17 vs. 4.07 and 3.79, $p < .05$). There was also a significant difference among the three groupings of Technical, University transfer,and University/Technical respondents transfer (means of 3.94, 4.06 and 4.33, $p < .01$).

Generally, all respondents reported that college and university had both positively influenced their career aspirations (Table 5.4). The influence of college faculty was found to be significantly greater than the influence of university faculty (3.70 vs. 3.34, $p < .01$). A significant difference at the .05 level was found between the means within three groupings--Pattern A, Non-Edmonton, and female groups reported greater college faculty influence than did Pattern B,

Table 5.3

Means of Respondents' Perceptions of Faculty Interest in Students (by Groups of Respondents)

Groups	n	The college faculty members with whom I have had contact are genuinely interested in students. Mean	The U of A faculty members with whom I have had contact are genuinely interested in students. Mean	Significance in same row
All	256	4.13	3.31	++
Male	110	4.08	3.34	++
Female	146	4.18	3.29	++
Edmonton	131	4.04	3.36	++
Non-Edmonton	125	4.24	3.26	++
1 Univ transfer	88	4.06** 1-3	3.34	++
2 Technical	65	3.94** 2-3	3.23	++
3 Univ/Technical	103	4.33	3.34	++
Pattern A	102	4.28*	3.30	++
Pattern B	154	4.07	3.32	++
BA	69	4.04	3.33	+
BSc	59	4.12	3.32	+
BEd	67	4.12	3.39	++
BComm	24	3.91	2.96	+
September	230	4.17*	3.31	++
January	26	3.79	3.29	

Note. Five-point scale, 1 = "strongly disagree," 5 = "strongly agree."
*p < .05. **p < .01 significance within columns.
+p < .05. ++p < .01 significance within rows.

Table 5.4

Means of Perceptions of Faculty Influence Upon Career Aspirations (by Groups of Respondents)

Group	n	My interactions with college faculty have had a positive influence on my career aspirations. Mean	My interactions with U of A faculty have had a positive influence on my career aspirations. Mean	Significance in same row
All	252	3.70	3.34	++
Male	109	3.55*	3.39	
Female	143	3.81	3.31	++
Edmonton	129	3.57*	3.34	+
Non-Edmonton	123	3.83	3.35	++
Univ transfer	87	3.66	3.34	+
Technical	63	3.56	3.19	+
Univ/Technical	102	3.82	3.45	++
Pattern A	100	3.89*	3.35	++
Pattern B	152	3.57	3.34	+
BA	67	3.43	3.23	
BSc	58	3.64	3.50	
BEd	67	3.88	3.39	++
BComm	24	3.58	3.04	
September	230	3.73	3.38	++
January	22	3.39	3.00	

Note. Five-point scale, 1 = "strongly disagree," 5 = "strongly agree."
*p < .05 significance within columns.
+p < .05. ++p < .01 significance within rows.

Edmonton, and male groups (3.89, 3.83, and 3.81 vs. 3.57, 3.57, and 3.55). No significant differences were found within groupings with respect to university faculty influences on career aspirations.

Respondents' perceptions of their career plans are reported in Table 5.5 and Table 5.6. Generally, respondents reported having clear career plans at university to a greater extent than they had at college (4.18 vs. 3.69). With respect to career plans at college, the difference between means was statistically significant (p < .01) for female and male respondents (3.90 vs. 3.42) and for University transfer and University/Technical and Technical respondents (4.03 vs. 3.55 and 3.44). Similarly, BEd respondents had significantly clearer career ideas at college than did BA respondents (4.09 vs. 3.43, p < .05).

With respect to career plans while at university, the differences between means was statistically significant for several groupings. BA and BSc respondents differed significantly from BEd respondents (3.74 and 4.10 vs. 4.61, p < .01). Also, Edmonton respondents differed significantly from Non-Edmonton respondents (4.30 vs. 4.06, p < .05).

An apparent inconsistency not explained in the data was that respondents reported greater positive influences on career aspirations from college faculty, yet reported greater clarity of career plans while in university.

College and university choice. Respondents perceived that they had made the right decision in choosing to go to college and to university. The data reported in Table 5.7 show that respondents were slightly more satisfied with their decision to attend university

Table 5.5

Percentage Frequency Distributions of Respondents' Perception of Having a Clear Career Plan While in College
(by Groups of Respondents)

	While in college, I had a clear idea of the type of career I wanted.						
	Strongly disagree				Strongly agree		
Group	1	2	3	4	5	Mean	n
All	9	14	13	27	37	3.69	256
Male	11	19	16	26	28	3.42**	110
Female	8	10	12	28	43	3.90	146
Edmonton	8	12	14	26	41	3.81	129
Non-Edmonton	10	16	13	29	32	3.58	127
1 Univ transfer	8	7	12	20	53	4.03** 1-2	89
2 Technical	8	19	16	35	22	3.44	63
3 Univ/Technical	11	16	13	29	32	3.55** 1-3	104
Pattern A	5	14	12	26	45	3.91*	102
Pattern B	12	14	14	29	31	3.55	154
1 BA	13	113	19	30	26	3.43** 1-3	70
2 BSc	9	19	12	32	29	3.54	59
3 BEd	9	6	6	24	55	4.09	66
4 BComm	4	8	13	17	58	4.17	24
September	8	14	14	27	37	3.72	233
January	17	13	9	30	30	3.44	23

Note. *p < .05. **p < .01.

Table 5.6

Percentage Frequency Distributions of Respondents' Perceptions of Having a Clear Idea of Type of Employment Desired After University (by Groups of Respondents)

	I now have a clear idea of what type of employment I want after finishing university.						
	Strongly disagree				Strongly agree		
Group	1	2	3	4	5	Mean	n
All		8	12	34	47	4.18	256
Male	1	8	13	34	45	4.13	110
Female		8	12	34	48	4.22	146
Edmonton	1	7	8	30	54	4.30*	129
Non-Edmonton		9	16	37	39	4.06	127
Univ transfer		9	13	27	51	4.21	88
Technical	2	5	5	34	55	4.36	64
Univ/Technical		9	15	39	38	4.05	104
Pattern A		8	17	34	42	4.09	103
Pattern B	1	8	9	33	50	4.24	153
1 BA	1	16	23	26	33	3.74** 1-3	69
2 BSc		10	8	43	38	4.10** 2-3	60
3 BEd		2	3	29	69	4.61	66
4 BComm		4	13	46	38	4.17	24
September		8	12	35	45	4.17	233
January	4	4	13	17	61	4.26	23

Note. *p < .05. **p < .01.

Table 5.7

Means of Respondents' Perceptions of Decisions to Attend College and to Attend University (by Groups of Respondents)

Group	n	I am confident that I made the right decision in choosing to attend college. Mean	I am confident that I made the right decision in choosing to attend the U of A. Mean	Significance in same row
All	250	4.23	4.32	
Male	108	4.11	4.35	+
Female	142	4.33	4.30	
Edmonton	128	4.02**	4.47**	++
Non-Edmonton	122	4.46	4.20	+
1 Univ transfer	84	4.30** 1-2	4.35	
2 Technical	64	3.83** 3-2	4.41	++
3 Univ/Technical	102	4.43	4.29	
Pattern A	103	4.40*	4.23	
Pattern B	147	4.13	4.38	+
BA	69	4.04	4.28	
BSc	59	4.22	4.20	
BEd	61	4.36	4.36	
BComm	24	4.08	4.54	
September	226	4.32**	4.33	
January	24	3.78	4.42	++

Note. Five-point scale, 1 - "strongly disagree," 5 - "strongly agree."
*$p < .05$. **$p < .01$ significance within columns.
+$p < .05$. ++$p < .01$ significance within rows.

than to attend college (4.32 vs. 4.23). Females were slightly more satisfied than were males with their decision to attend college (4.33 vs. 4.11); however, males were very slightly more satisfied than were females with their decision to attend university (4.35 vs. 4.30). Although Non-Edmonton respondents were significantly more satisfied than were Edmonton respondents with their decision to attend college (4.46 vs. 4.02, p < .01), Edmonton respondents were significantly more satisfied than were Non-Edmonton respondents with their decision to attend university (4.47 vs. 4.20, p < .01).

A statistically significant difference was obtained between the means for several groupings with respect to decisions to attend college. University transfer and University/Technical respondents were more satisfied than were Technical respondents with their decision to attend college (4.30 and 4.43 vs. 3.83, p < .01). Also, September respondents were significantly more satisfied than were January respondents (4.32 vs. 3.78, p < .01), and Pattern A respondents were significantly more satisfied than were Pattern B respondents (4.40 vs. 4.13, p < .05).

In several groupings, the difference between means for satisfaction with decisions to attend college and university were statistically significant. Edmonton, Technical and January respondents were significantly more satisfied with their decisions to attend university than to attend college (4.02, 3.83, and 3.78 vs. 4.47, 4.41, and 4.42, p < .01). Pattern B respondents were also more satisfied with their decisions to attend university (4.13 vs. 4.38, p < .05).

However, Non-Edmonton respondents were more satisfied with their decisions to attend college than to attend university (4.46 vs. 4.20, $p < .05$).

Overall transfer program. Respondents reported moderate satisfaction (a mean of 3.63) with the overall transfer program (Table 5.8). The difference between means within three groupings was statistically significant. Non-Edmonton respondents were slightly more satisfied than were Edmonton respondents (3.70 vs. 3.57, $p < .01$). Pattern A respondents were considerably more satisfied than were Pattern B respondents (3.91 vs. 3.43, $p < .01$), and University transfer respondents were considerably more satisfied than were Technical respondents (3.77 vs. 3.34, $p < .05$).

Satisfaction With the Transfer Experience

A majority of respondents (58%) reported that they were satisfied with the overall process of transferring to university (Table 5.9). Technical respondents (a mean of 2.90) were the only group reporting a mean below 3.00. The range of means for all other groups was 3.11 (BEd respondents) to 3.52 (Pattern A respondents). Analysis of variance revealed a significant difference between Technical respondents and University transfer and University/Technical respondents (2.90 vs. 3.49 and 3.49, $p < .01$).

Respondents provided written comments about difficulties experienced in the transfer process. The analysis of these comments is provided in the third section of this chapter under the heading "Additional Comments."

Table 5.8

Percentage Frequency Distributions of Respondents' Overall Satisfaction With the Transfer Program (by Groups of Respondents)

	I am satisfied with my overall transfer program.						
	Strongly disagree			Strongly agree			
Group	1	2	3	4	5	Mean	n
All	4	10	18	53	15	3.63	235
Male	3	13	25	44	16	3.56	96
Female	5	8	14	60	14	3.69	139
Edmonton	6	12	17	48	17	3.57**	114
Non-Edmonton	3	7	20	58	12	3.70	121
1 Univ transfer	5	8	10	60	17	3.77* 1-2	88
2 Technical	4	15	34	36	11	3.34	47
3 Univ/Technical	4	9	18	55	14	3.66	100
Pattern A	3	5	11	60	21	3.91**	101
Pattern B	5	13	24	48	10	3.43	134
BA	6	6	18	52	18	3.68	63
BSc		7	35	55	4	3.55	55
BEd	7	19	10	52	13	3.45	62
BComm		4	18	59	18	3.91	22
September	4	9	18	54	15	3.67	215
January	10	15	25	40	10	3.25	20

Note. *p < .05. **p < .01.

Table 5.9

Percentage Frequency Distributions of Respondents' Satisfaction With the Overall Process in Transferring to the University (by Groups of Respondents)

	I am satisfied with the overall process in transferring to the U of A.						
	Strongly disagree			Strongly agree			
Group	1	2	3	4	5	Mean	n
All	8	17	17	47	11	3.37	241
Male	5	17	22	43	12	3.40	99
Female	9	17	14	50	10	3.35	142
Edmonton	9	21	13	46	10	3.27	119
Non-Edmonton	6	13	21	48	11	3.48	122
1 Univ transfer	8	14	11	56	11	3.49** 1-2	89
2 Technical	14	24	28	26	8	2.90** 3-2	50
3 Univ/Technical	4	17	18	50	12	3.49	102
Pattern A	6	15	16	49	15	3.52	102
Pattern B	9	19	19	46	8	3.26	139
BA	8	13	16	56	8	3.44	64
BSc	2	16	28	52	3	3.40	58
BEd	17	16	19	36	13	3.11	64
BComm	5	32	9	46	9	3.23	22
September	7	17	17	47	11	3.39	220
January	14	14	19	48	5	3.14	21

Note. $**p < .01$.

Measures of Success

In this section, statistical analyses are reported concerning measurements of success in the transfer program and with the transfer experience. These measures employed a five-point scale where 1 = "strongly disagree" and 5 = "strongly agree." Statistically significant differences at the .01 and .05 levels are reported in the text as "$p < .01$" and "$p < .05$."

Success With the Transfer Program

The results of two sets of success measures are reported. One set measured self-perceptions in terms of intent to transfer, identity as a "transfer student," and the importance of program completion. The other set measured academic aspects of success in terms of grades, attendance, and credits earned.

Intention to transfer. Respondents' perceptions of their intention to transfer to the University of Alberta when starting college are reported on Table 5.10. Transferring was the intention of most respondents (a mean of 3.76); 65% agreed but 27% disagreed that this was an original intention. There were statistically significant differences between the means within four groupings. Non-Edmonton respondents reported significantly greater intentions of transferring than did Edmonton respondents (3.97 vs. 3.56, $p < .05$). September and Pattern A respondents also reported significantly greater intentions of transferring than did January and Pattern B respondents (3.46 and 4.06 vs. 2.71 and 2.93), $p < .01$). University transfer and University/

Table 5.10

Percentage Frequency Distributions of Respondents' Perception of Intention to Transfer to the University When Starting in College (by Groups of Respondents)

	When starting in college, I intended to transfer to the U of A.						
	Strongly disagree			Strongly agree			
Group	1	2	3	4	5	Mean	n
All	15	12	9	12	53	3.76	251
Male	15	14	12	10	45	3.54	106
Female	14	10	7	13	57	3.89	145
Edmonton	19	13	9	11	48	3.56*	127
Non-Edmonton	11	10	10	13	57	3.97	124
1 Univ transfer	5	35	34	19	70	4.46** 1-2	89
2 Technical	41	26	13	8	12	2.23	61
3 Univ/Technical	8	10	12	8	62	4.07** 3-2	101
Pattern A	5	5	6	11	74	4.44**	103
Pattern B	22	16	12	13	38	3.29	148
BA	12	12	4	15	57	3.94	68
BSc	10	17	9	14	51	3.78	59
BEd	24	5	10	14	48	3.57	63
BComm	13	8	8	8	63	4.00	24
September	14	11	8	12	55	3.84**	230
January	29	14	24	10	24	2.86	21

Note. Five-point scale, 1 = "strongly disagree," 5 = "strongly agree." *p < .05. **p < .01.

Technical respondents had considerably greater intentions of transfer than did Technical respondents (4.46 and 4.07 vs. 2.23, $p < .01$).

Transfer student identity. A small majority (58%) of all respondents considered themselves to be "transfer students" while in college. Table 5.11 shows that several groups did not consider themselves as transfer students--Technical, January, Edmonton, and Pattern B (1.88, 2.71, 2.87, and 2.93). Statistically significant differences between means were found in four groupings. September respondents were significantly more likely than were January respondents to consider themselves as transfer students (3.46 vs. 2.71, $p < .05$). Pattern A and Non-Edmonton respondents were significantly more likely than were Pattern B and Edmonton respondents to consider themselves as transfer students (4.06 and 3.95 vs. 2.93 and 2.87, $p < .01$). Similarly, University/Technical respondents were significantly more likely to consider themselves as transfer students than were University transfer and Technical respondents (4.09 vs. 3.64 and 1.88, $p. < .01$). Also, University transfer respondents were significantly more likely to consider themselves as transfer students than were Technical respondents (3.64 vs. 1.88, $p < .01$).

The Pearson correlation coefficient between the intention to transfer and identity as a transfer student was .63. The highest correlations were reported for responses from three groups--BComm (.90), BSc (.74), and Technical (.71) groups. The lowest correlations of responses were reported for University transfer (.27), BEd (.39), and Pattern A (.43) groups.

Table 5.11

Percentage Frequency Distributions of Respondents' Perceptions of Self as a "Transfer Student" While in College (by Groups of Respondents)

	While in college, I considered myself to be a "transfer student."						
	Strongly disagree				Strongly agree		
Group	1	2	3	4	5	Mean	n
All	20	12	10	22	36	3.40	250
Male	19	16	9	22	34	3.35	106
Female	22	9	11	22	37	3.43	144
Edmonton	28	19	13	17	23	2.87**	127
Non-Edmonton	12	5	7	27	49	3.95	123
1 Univ transfer	14	10	14	25	38	3.64** 1-2	89
2 Technical	52	27	10	7	5	1.88** 3-2	60
3 Univ/Technical	8	5	8	28	52	4.09** 3-1	101
Pattern A	8	5	12	25	51	4.06**	103
Pattern B	29	17	10	19	25	2.93	147
BA	21	9	10	27	34	3.44	68
BSc	18	17	8	25	32	3.35	60
BEd	21	14	10	24	32	3.32	63
BComm	13	13	17	4	54	3.75	24
September	19	12	10	22	37	3.46*	229
January	33	14	19	14	19	2.71	21

Note. *p < .05. **p < .01.

Importance of a university degree. Respondents reported strong intentions to complete a university degree and that it was important for them to graduate from university (4.85 and 4.77). The data in Table 5.12 show the range between groupings on these two items to be minimal--means of 4.75 to 5.00 for intention to complete a degree and means of 4.67 to 4.85 for importance of degree. No statistically significant differences were obtained among group means on either of these two variables.

Grade Point Averages. Respondents tended to report higher Grade Point Averages at college (a mean of 6.78--all respondents' marks were converted to the 9-point scale using conversion tables supplied by the University of Alberta Registrar) than at university (a mean of 6.26). The data in Table 5.13 also show the correlation was .57 between college marks and university marks for all respondents collectively. Higher correlations existed for female (.68), University transfer (.67), BEd (.61), and BComm (.61) groups. Lower correlations existed for January (.20), Technical (.38), male (.42), and BA (.44) responses.

Terms of attendance. The means of college and university terms attended are reported on Table 5.14. Respondents were more likely to attend both college (a mean of 2.8 terms) and university (a mean of 2.7 terms) as full-time winter session students than as part-time winter session (a college mean of 0.3 terms, a university mean of 0.1 terms) or special session students (a college mean of 0.4 terms, a university mean of 0.5 terms). The range in means of college study for groups varied from 2.6 terms for University transfer, BA and January

Table 5.12

Means of Respondents' Perception of Intention to Complete a University Degree and Importance of Graduating From University (by Groups of Respondents)

		I intend to complete a university degree.	It is important for me to graduate from university.
Groups	n	Mean	Mean
All	258	4.85	4.77
Male	111	4.83	4.80
Female	147	4.86	4.75
Edmonton	131	4.86	4.79
Non-Edmonton	127	4.84	4.76
Univ transfer	89	4.90	4.80
Technical	65	4.83	4.86
Univ/Technical	104	4.81	4.69
Pattern A	103	4.89	4.74
Pattern B	155	4.81	4.79
BA	70	4.80	4.67
BSc	60	4.82	4.82
BEd	67	4.87	4.76
BComm	24	5.00	4.83
September	234	4.86	4.78
January	24	4.75	4.71

Note. Five-point scale, 1 = "strongly disagree," 5 = "strongly agree."

Table 5.13

Means and Pearson Correlation Coefficients of Means of College Grade Point Averages and University Grade Point Averages (by Groups of Respondents)

	Grade Point Average				
Group	n	College	n	University	r
All	242	6.78	245	6.26	.57
Male	106	6.82	106	6.11	.42
Female	139	6.75	139	6.37	.68
Edmonton	118	6.81	118	6.31	.55
Non-Edmonton	127	6.75	127	6.24	.57
Univ transfer	73	6.53	76	6.19	.67
Technical	65	7.29	65	6.54	.38
Univ/Technical	104	6.70	104	6.18	.57
Pattern A	97	6.80	97	6.27	.60
Pattern B	148	6.75	148	6.25	.54
BA	70	6.54	70	6.12	.44
BSc	60	6.64	60	6.13	.46
BEd	67	6.71	67	6.35	.61
BComm	24	7.69	24	6.84	.61
September	234	6.79	234	6.29	.58
January	8	6.61	11	6.14	.20

Table 5.14

Mean Numbers of Terms Attended at College vs. Terms Attended at University During Winter Session and Spring/ Summer Session (by Groups of Respondents)

	Mean Number of terms of attendance					
	Winter session				Spring/summer session	
	Full-time		Part-time			
Groups	Col.	Univ.	Col.	Univ.	Col.	Univ.
All	2.8	2.7	0.3	0.1	0.4	0.5
Male	2.8	2.8	0.5	-	0.4	0.4
Female	2.8	2.7	0.1	0.1	0.4	0.6
Edmonton	2.7	2.6	0.3	0.1	0.3	0.5
Non-Edmonton	3.0	2.8	0.2	-	0.4	0.4
Univ transfer	2.6	2.8	-	0.1	0.2	0.6
Technical	3.0	2.6	0.6	0.1	0.5	0.5
Univ/Technical	3.0	2.8	0.3	0.1	0.5	0.5
Pattern A	2.9	3.0	0.1	-	0.3	0.4
Pattern B	2.8	2.6	0.4	0.1	0.5	0.6
BA	2.4	2.7	0.3	-	0.5	0.6
BSc	2.8	2.9	0.4	0.1	0.3	0.4
BEd	2.9	2.6	0.2	0.2	0.4	0.6
BComm	3.0	2.8	0.4	-	0.3	0.7
September	2.8	2.8	0.3	0.1	0.4	0.5
January	2.6	1.9	-	0.1	0.4	0.3

respondents to 3.0 terms for Non-Edmonton, Technical, University/Technical and BComm respondents. The range of means of university study of groups was a low of 1.9 terms for January respondents to 3.0 terms for Pattern A respondents.

Credits earned. The transfer of college course credits and completion of university course credits are reported in Table 5.15. Respondents transferred an average of 28.1 course credits from college to university. Females transferred an average of 30.3 course credits while males transferred an average of 25.1 course credits. Technical and January respondents reported transferring the fewest course credits (means of 11.8 and 14.5 credits). Pattern A and University transfer respondents reported transferring the most course credits (means of 41.7 and 35.2 credits).

Technical and January respondents also reported the greatest numbers of college course credits which were not accepted for transfer (means of 15.0 and 12.9 credits). University transfer, Pattern A and Non-Edmonton respondents reported the smallest number of college course credits which were not accepted for transfer (means of 2.3, 2.5, and 2.6 credits).

The mean number of university credits completed by all respondents was 27.7 credits. The range of means for all groups was 25.5 credits (BA respondents) to 30.6 credits (Pattern A respondents), with the exception of 15.9 credits for January respondents, who entered university four months after all other respondents.

Table 5.15

Means of Numbers of Course Credits Transferred and Not Transferred From College, and Credits Earned at University
(by Groups of Respondents)

Group	Number of college credits transferred Mean	Number of college credits not transferred Mean	Number of university credits earned Mean
All	28.1	5.7	27.7
Male	25.1	8.8	27.9
Female	30.3	3.6	27.5
Edmonton	23.0	8.9	26.9
Non-Edmonton	33.6	2.6	28.6
Univ transfer	35.2	2.3	28.5
Technical	11.8	15.0	25.7
Univ/Technical	31.6	4.5	28.3
Pattern A	41.7	2.5	30.6
Pattern B	18.5	8.1	25.7
BA	25.5	3.9	25.5
BSc	26.4	4.1	27.8
BEd	29.4	7.8	28.6
BComm	28.4	4.7	28.9
September	29.4	5.1	28.9
January	14.5	12.9	15.9

Success in the Transfer Experience

The results of three perceptual measures of success are reported--obtaining necessary transfer information, time taken to feel "at ease" after the transfer, and time taken to develop an identity as a university student.

Transfer information. The data in Table 5.16 show that respondents varied considerably in their perceptions of becoming familiar with how to transfer while at college. For example, 37% of all respondents disagreed, while 43% agreed that they became familiar at college with how to transfer to university. Statistically significant differences between means were found in three groupings. Pattern A and September respondents reported becoming more familiar than did Pattern B and January respondents on how to transfer (3.48 and 3.12 vs. 2.74 and 2.23, $p < .01$). Similarly, University/Technical and University transfer respondents reported greater familiarity at college than did Technical respondents (3.27 and 3.36 vs. 2.19, $p < .01$).

Table 5.17 reports the percentage frequency distributions of University of Alberta persons contacted while the respondents were in college. A majority of respondents (59%) had contact with university students. In addition, 24% of the respondents reported contact with university faculty and 14% reported contacts with other university personnel. More than a quarter of the respondents (28%) had contact with no one at the university while at college. January respondents (46%) were the most likely to have had no contact with persons at the university. Pattern A (82%) and University transfer (82%) respondents

Table 5.16

Percentage Frequency Distributions of Respondents' Perceptions of Familiarity With How to Transfer to University (by Groups of Respondents)

	While at college, I became familiar with how to transfer to the U of A.						
	Strongly disagree				Strongly agree		
Group	1	2	3	4	5	Mean	n
All	15	22	20	29	14	3.04	249
Male	15	24	20	26	15	3.03	106
Female	15	21	20	31	13	3.06	143
Edmonton	20	22	20	25	13	2.89	127
Non-Edmonton	11	22	19	33	16	3.21	122
1 Univ transfer	6	20	24	34	17	3.36** 1-2	88
2 Technical	37	27	20	10	5	2.19** 3-2	59
3 Univ/Technical	11	21	16	36	17	3.27	101
Pattern A	4	21	18	38	19	3.48**	103
Pattern B	23	23	21	13	11	2.74	146
BA	15	18	24	30	14	3.09	67
BSc	15	19	17	36	14	3.14	59
BEd	18	32	18	22	11	2.78	63
BComm	8	25	17	33	17	3.25	24
September	14	22	19	31	15	3.12**	227
January	32	27	32	5	5	2.23	22

Note. **p < .01.

Table 5.17

Percentage Frequency Distributions of Transfer Student Contacts With Persons at the University Prior to Transfer (by Groups of Respondents)

Groups	Persons contacted at the University of Alberta				
	Students %f	Faculty %f	Other personnel %f	No one %f	n
All	59	24	14	28	258
Males	59	23	13	28	111
Females	59	25	14	27	147
Pattern A	66	29	16	18	103
Pattern B	54	20	12	34	155
Edmonton	63	16	17	27	131
Non-Edmonton	54	32	10	28	127
Univ transfer	74	15	18	18	89
Technical	46	12	6	48	65
Univ/Technical	53	39	14	23	104
BA	60	20	10	33	64
BSc	63	22	8	25	60
BEd	57	18	21	30	67
BComm	54	29	13	29	24
September	59	29	15	27	223
January	50	13	4	46	24

Note. Some respondents provided more than one response.

were most likely to have had contact with persons at the university while the respondents were at college.

Further, approximately half of all respondents (49.4%) personally visited the University of Alberta while at college (Table 5.18). A t test showed that Pattern A respondents were significantly more likely to have visited the university than were Pattern B respondents (61.8% vs. 41.8%, $p < .01$). There was also a statistically significant difference with respect to visiting the University between both University transfer and University/Technical respondents and Technical respondents (68.2% and 54.4% vs. 15.6%, $p < .01$).

Respondents differed in their perceptions of which information sources were most helpful (Table 5.19). Most groups perceived friends, college faculty and university faculty as providers of the most helpful information. Family members were perceived less frequently as providers of the most helpful information. Among groups, the range of percentage frequency for most helpful information was (1) family members 0% - 19%, (2) college faculty 9% - 38%, (3) university faculty 19% - 43%, and (4) friends 24% - 44%.

Table 5.20 reports the time elapsed between application for admission and first registration at university. Respondents tended to apply to the university five to six months before attending classes (a mean of 5.8 months, a median of 5 months). A statistically significant difference was found between September and January respondents (5.8 months vs. 4.3 months, $p < .01$).

Feeling "at ease." Respondents reported taking a mean time of 2.5

Table 5.18

Percentage Frequency Distributions of Respondents' Visits
to University While at College
(by Groups of Respondents)

	While at college, I personally visited the U of A.		
	Yes	No	
Group	%f	%f	n
All	49.4	50.6	255
Male	46.8	53.2	109
Female	51.4	48.6	146
Edmonton	52.3	47.7	128
Non-Edmonton	46.5	53.5	127
1 Univ transfer	68.2	31.8** 1-2	88
2 Technical	15.6	84.4	64
3 Univ/Technical	54.4	45.6** 3-2	103
Pattern A	61.8	38.2**	102
Pattern B	41.8	58.8	153
BA	54.4	45.6	68
BSc	40.0	60.0	60
BEd	54.5	45.5	66
BComm	41.7	58.3	24
September	51.1	48.9	234
January	33.3	66.7	21

Note. $^{**}p < .01$.

Table 5.19

Percentage Frequency Distributions of Perceived Source of Most Helpful Information About Transfer (by Groups of Respondents)

	Sources of information about transfer				
	Family	Friends	College faculty	U of A faculty	
Groups	%f	%f	%f	%f	n
All	10	32	30	27	245
Males	12	32	24	32	103
Females	9	32	35	24	142
Pattern A	7	37	36	21	101
Pattern B	13	29	26	32	144
Edmonton	11	30	27	32	124
Non-Edmonton	10	35	33	22	121
Univ transfer	9	39	33	19	88
Technical	19	24	14	43	59
Univ/Technical	6	32	38	25	98
BA	8	32	30	30	63
BSc	14	29	29	28	58
BEd	17	38	24	18	66
BComm	-	33	33	33	24
September	10	31	32	27	223
January	17	44	9	30	23

Table 5.20

Means of Months Elapsed Between Application for Admission to University and First Registration (by Groups of Respondents)

		How many months before actually beginning classes at the U of A did you apply for admission?		
Group	n	Mean	Median	Range
All	249	5.8	5.0	1 - 48
Male	105	5.3	5.0	1 - 17
Female	144	6.1	6.0	1 - 48
Edmonton	125	5.7	5.0	1 - 48
Non-Edmonton	124	5.8	6.0	1 - 17
Univ transfer	86	5.5	5.0	1 - 18
Technical	63	6.0	5.0	1 - 48
Univ/Technical	100	5.9	5.5	1 - 25
Pattern A	99	5.8	6.0	1 - 18
Pattern B	150	5.8	5.0	1 - 47
BA	67	6.1	5.0	1 - 48
BSc	56	5.6	6.0	1 - 17
BEd	66	5.5	5.0	1 - 18
BComm	24	6.3	6.0	1 - 14
September	225	5.9**	6.0	1 - 48
January	24	4.3	4.0	1 - 8

Note. $^{**}p < .01$.

months to feel "at ease" at the university (Table 5.21). While most respondent groups reported a mean near 2.5 months, BComm respondents reported a mean of 3.4 months. The mode for all groups was one month, with the exception of BEd (2 months), BComm (4 months), and January (4 months) respondents.

Interviews provided further clarification regarding factors associated with feeling comfortable on campus after transfer. The three factors which emerged as the most crucial were the academic work, physical surroundings, and social contacts.

Lack of early feedback about academic performance was discomforting to several interviewees. One student said:

> *I was more comfortable after my first set of mid-terms. I didn't know if I could actually handle the work here. [My college] wasn't that much of a challenge. But here the exams are different and I didn't know if I could do it. The biggest test was the economics mid-term. It was my hardest course. The class average was in the 50s and my mark was in the 70s. So I thought, "Okay, I can do it."*

For another student, feedback about academic performance was also an issue, but the time-frame was longer. This student said:

> *I didn't feel comfortable until after exams at Christmas. I didn't know where I stood in regards to marks and the rest of the class. It was the lack of feedback on a large campus. After exams, I got feedback so I knew where I had to improve or where I was doing well. It gave me an idea where I stood. By that time I was used to walking around the campus--finding the places to go and getting used to instructors.*

Several students indicated that they had anticipated difficulties coping with the large size of a university campus. Students approached this problem in different ways. Some students came to campus during the summer. One student reported:

Table 5.21

Respondents' Perceptions of Length of Time Taken to Feel "At Ease" at University (by Groups of Respondents)

		Number of months taken to feel "at ease"		
Group	n	Mode	Median	Mean
All	243	1.0	1.8	2.5
Male	100	1.0	1.5	2.4
Female	143	1.0	2.0	2.6
Edmonton	127	1.0	1.6	2.4
Non-Edmonton	116	1.0	2.0	2.6
Univ transfer	86	1.0	1.0	2.4
Technical	96	1.0	1.5	2.4
Univ/Technical	61	1.0	2.0	2.8
Pattern A	99	1.0	2.0	2.6
Pattern B	144	1.0	1.5	2.5
1 BA	66	1.0	1.6	2.3
2 BSc	54	1.0	1.5	2.4
3 BEd	64	2.0	2.0	2.5
4 BComm	23	4.0	3.0	3.4
September	220	1.0	1.5	2.5
January	23	4.0	2.5	2.5

> *I came up on a long weekend in the summer even though the University offices were closed. I had a few friends from high school who had been students here for the year. They took me around the campus. We looked at the buildings where I would take classes. This made it much easier when I later planned my timetable for registration.*

For other students, the problems associated with travel across campus surfaced once classes began. One student responded that

> *On the first day it was "Boy, this place is big! How am I going to find my classes? How will I get from point A to Point B in 10 minutes?" Now I am down to doing it in three minutes without even running. It's sort of all of a sudden--everything is okay and I am no longer in a panic.*

Social contacts increased the feeling of comfort. A common sentiment was expressed by one student who said:

> *I think you start to get to know people so you begin to feel safe. When you know people you feel you have social support.*

Some students acknowledged that they had irrational fears about isolation and aloneness with respect to coming to university. One student expressed a fear in the following way:

> *When I arrived from [my college] in September, I was so happy to know that there was [another student] from [my home community] on campus. I had this fear that I was going to die on campus and that everyone would walk over me and at last she would recognize me and at last someone would know where I was.*

Interview subjects expressed greater satisfaction with the process of making friends at college. They acknowledged that many of their friendships at university were with students who transferred from the same college, even though they had not known these students well while at college.

University student identity. A majority of respondents (96.4%) reported making a mental transition from seeing themselves as college students to seeing themselves as university students. With respect to September respondents, 25.7% made this transition by the end of September 1986, 42.9% by the end of October, 57.1% by the end of November and 65.5% by the end of December. Overall, 97.3% of September respondents reported making this transition. With respect to January respondents, 43.5% made this transition by the end of January 1987, 69.6% by the end of February, 73.9% by the end of March, and 78.3% by the end of April. Overall, 87.0% of January respondents reported making this transition.

Interviews provided further clarification about the time taken to see oneself as a university student. Several explanations were provided for how this transition could be made before actually starting university classes. One student said:

> *I see myself as a student--not a [college] or U of A student--just a student. I knew I would be transferring when I started, so I saw myself as a university student at college.*

Similarly, another student reported:

> *I felt I was a student. Period. Whether I was at [my college] or at the university.*

A student making a career change said:

> *When coming to this campus, I was a university student from day one because it was five years since I went to [college].*

The type and location of college may also be a factor in this transition. A University transfer student from Edmonton stated:

> *I think I made the mental transition before I got here. I never felt that I was a [college] student. I was more of a university student, but taking my classes at [college]. I knew the college was affiliated. So, I felt more that I was a university student over at [college] than a college student over here.*

Another factor in making this transition may be the way students describe their status to family and friends. A Non-Edmonton BEd student expressed her experience in the following way:

> *For a whole year at [college] I explained to my children that it was "mommy's college." When we drive by it, they still say, "There's mommy's college." Now we talk so much about me going to university that, to me, I'm a university student. We even made a special effort to bring the children here during the summer, just so they would know where the University is.*

Finally, another factor in the development of a student identity may be deciding which aspects of the university experience contribute to the identity which is formed. One student described this process in the following way:

> *The university is too big. You have to break it down into smaller, identifiable groups. You identify with your faculty. I don't really hang around with anyone except from my faculty.*

Additional Comments

This section reports respondents' comments on the open-ended items from the questionnaire. The first part of the section presents respondents' perceptions of difficulties experienced in transfer. Ways that the college and university could have provided more assistance are presented in the second part. Interview comments are included in this part to describe how assistance from friends overcame some of the difficulties in transfer. The final part contains respondents' perceptions of their degree of preference for completing part of their program of study in a college.

Difficulties Faced in Transferring to University

Table 5.22 reports the frequency distributions of difficulties

Table 5.22

Frequency of Difficulties Faced in Transferring to University (n = 216)

Category	Difficulty	f	By category %f	Overall %f
Personal				(21.6)
	Forming new friendships	25	24.5	5.3
	Moving to a new city	17	16.7	3.6
	Financing educational costs	17	16.7	3.6
	Loss of contact with family/friends	14	13.7	3.0
	Finding accommodation	13	12.7	2.8
	Arranging transportation	5	4.9	1.1
	Leaving employment	4	3.9	0.8
	Other	7	6.8	1.4
Academic				(30.7)
	Larger class size at U of A	39	26.9	8.3
	Heavier workload requirements	28	19.3	5.9
	Lack of interaction with professors	21	14.5	4.4
	Greater academic competition	17	11.7	3.6
	Readjustment to academic life	15	10.3	3.2
	Adjustment to a new grading system	10	6.9	2.1
	Writing Competency Test requirement	6	4.1	1.3
	Adjustment to new teaching methods	5	3.4	1.1
	TOFEL requirements	4	2.8	0.8
Campus environment				(23.1)
	Impersonal nature of the campus	38	34.9	8.1
	Overwhelming campus size	33	30.3	7.0
	Unfamiliarity with facility locations	27	24.8	5.7
	Unfamiliarity with locating materials	7	6.4	1.4
	Rapid pace of activities/events	3	2.8	0.6
	Parking	1	0.9	0.2
Administration				(24.6)
	Lack of assistance to plan program	33	28.4	7.0
	Loss of course credits	29	25.0	6.1
	Late official acceptance	14	12.1	3.0
	"Red tape"	12	10.3	2.7
	Requirements for applications	9	7.8	2.0
	Registration procedures	9	7.8	2.0
	Other	10	8.6	2.1
Total		485		100

Note. Some respondents provided more than one response.

faced by respondents in transferring to university. Of the 216 respondents who cited difficulties, 81 identified one difficulty, 81 identified two difficulties, and 64 respondents identified three difficulties. With few exceptions, all difficulties reported were related to situations encountered in Edmonton or at university. In analysis of respondent comments, the respondents' comments were grouped into four categories--personal, academic, campus environment, and administration.

Personal difficulties. Nearly a quarter of the responses about difficulties (21.6%) contained comments related to the personal adjustments of leaving one social environment and entering another. Leaving family and friends as well as forming new friendships accounted for 38.2% of the personal difficulties. Some respondents described these as "*meeting new friends,*" "*fear of not knowing anyone,*" or "*losing contact with friends.*" Other respondents defined these personal difficulties as "*fitting into pre-established groups of friends*" or "*dealing with new family problems.*"

Moving to a new city accounted for 34.3% of personal difficulties. Comments such as "*finding accommodation*" and "*the transition for my wife and family to a new city*" were placed in this category.

Financial aspects such as "*higher costs*" and "*leaving my job*" accounted for another 20.6% of personal difficulties. Other difficulties accounted for about 7% of the items in the category.

Academic difficulties. The largest category of responses about difficulties (30.7% of all responses) was related to academic aspects of the transfer program. The three major difficulties cited were larger class sizes (26.9%), heavier workload requirements (19.3%), and lack of interaction with professors (14.5%). More generally, the difficulties reported were related to respondents' perceptions that they received less personal attention in a setting where more work was expected of them. Respondents commented that "*professors are not easily available*" or that they experienced "*impersonal contact with professors*" at university. "*Getting used to huge classes*" and "*fear of competing with more students*" as well as comments about the "*grading system (bell curve)*" and "*heavier workload*" were typical of the respondent expressions grouped into this category.

Campus environment difficulties. Slightly less than a quarter (23.1%) of the difficulties reported were related to the physical surroundings of the university. Nearly two-thirds of the comments (65.2%) were about the perceived large size and impersonal nature of the campus. One respondent wrote "*I find the U a large and impersonal institution.*" Other respondents expressed this difficulty with phrases such as "*impersonal atmosphere,*" "*impersonal,*" and "*feeling you are anonymous.*"

Thirty-four respondents (31.2%) referred specifically to difficulties in locating particular buildings or classrooms on campus or in locating materials required for their studies. A common phrase in respondents' comments was "*finding my way around.*"

Administration difficulties. A fourth category of difficulty included comments about administrative services or procedures related to the transfer process. Lack of assistance to plan programs and select courses accounted for 28.4% of the comments in this category. Many respondents referred to "*program planning*" as a major difficulty. Another respondent expressed the feeling of being "*very unsure about what courses were required*" to complete a degree program.

The loss of credits in transfer or difficulty in receiving credit for college courses accounted for 25.0% of the comments in this category. One respondent commented "*I am still fighting to get credit for some of my courses.*" Another respondent wrote "*this is not really a transfer as only one course was credited.*"

Late official acceptance by the University was cited by 12 respondents. One of these expressed the difficulty as "*getting accepted only three days before classes started, then having to move to Edmonton.*"

Difficulties reported by groups of respondents. Table 5.23 presents the percentage frequency distributions of difficulties faced by groups of respondents. Three groups reported the lowest frequency of personal difficulties--January, BComm, and Edmonton respondents. Non-Edmonton, University/Technical and Pattern A respondents reported the greatest frequency of personal difficulties.

Males more frequently reported academic difficulties in transferring than did females. Proportionally, BA and BSc respondents reported almost twice as many academic difficulties as did BEd transfers. January respondents reported academic difficulties more frequently than did September respondents.

Table 5.23

Percentage Frequency Distributions of Difficulties Faced by
Respondents in Transferring to University
(by Groups of Respondents)

			Category of difficulty			
			Personal	Academic	Campus environment	Administration
Group	n	Number of responses	%f	%f	%f	%f
Male	88	171	18	40	18	25
Female	128	275	17	27	29	27
Edmonton	107	221	10	33	28	29
Non-Edmonton	109	225	24	32	21	23
Univ transfer	78	162	12	30	35	24
Technical	48	94	16	37	16	31
Univ/Technical	90	190	23	32	20	25
Pattern A	94	205	22	28	26	25
Pattern B	122	261	13	33	22	25
BA	57	121	15	38	26	21
BSc	48	94	18	39	19	23
BEd	56	121	16	23	29	32
BComm	23	46	9	35	33	24
September	200	409	18	32	24	26
January	16	37	5	38	32	24

Females more frequently reported campus environment difficulties in transferring than did males. University transfer respondents most frequently reported campus environment difficulties, while Technical respondents least frequently reported difficulties related to the campus environment. Within the grouping by university degree, reports of campus environment difficulties, from least to most frequent, were BSc, BA, BEd, and BComm.

Generally, all groups reported a similar frequency of administration difficulties. The greatest discrepancy within any of the groupings was the difference between BEd respondents (32%) and those respondents in other degree programs (a range of 21% to 24%).

Respondents' Perceptions of Additional Assistance

The content analysis of written responses about transfer assistance desired is reported in two parts--college assistance and university assistance. Interview data which clarified some aspects of assistance form the third part.

Comments on college assistance. Comments were provided by 197 respondents about ways that the college could have better assisted in the process of transferring. Table 5.24 presents the frequency and percentage frequency distributions of these comments. Respondents' perceptions were grouped into three categories. Over one-third of these respondents (34.2%) indicated either that there was nothing further which the college could have done or that everything went well. One respondent noted that "*there were two instructors at [my college] who were very helpful in providing assistance. I believe the present*

Table 5.24

Frequency Distributions of Respondents' Perceptions of What Could Have Been Done Better by the College to Assist in Transferring
(n - 197)

		By category	Overall
Respondents' perceptions	f	%f	%f
No action suggested			(34.2)
"Nothing"	62	79.5	27.2
"Everything went well"	16	20.5	7.0
More information			(57.0)
Better program planning advice	51	39.2	22.4
More information sessions	33	25.4	14.5
General support and encouragement	18	13.8	7.9
Current and correct information	16	12.3	7.0
Presentations by U of A staff	11	8.5	4.8
No U of A information available	1	0.7	0.4
Other			(8.8)
Teach consistently with U of A	16	80.0	7.0
Develop transfer arrangements	2	10.0	0.9
"Keep me at college longer"	2	10.0	0.9
Total	228		100

Note. Some respondents provided more than one response.

system is adequate." Other respondents provided details of the nature of assistance which they received. One respondent wrote

> *The college did well in preparing me [for transfer]. I knew from the beginning of my program what courses I'd have to take in order to receive credit from the U of A. . . . We all drove up to U of A to visit the faculty and parts of the campus. We had time to receive more information and have questions answered.*

The most frequent type of comment (57.0%) was related to information which the college could provide to respondents. Although most respondents made general comments about obtaining information, some respondents suggested that colleges *"hire informed and concerned counsellors"* to *"provide more up-to-date information on U of A admission and transfer requirements."* Another suggestion was that the college *"have a session on filling out the applications and actual transfer to U of A."* Further, one respondent wrote

> *The college could have informed me of the courses I should take in order to complete a problem-free transfer. They didn't seem to know the latest on transferability or didn't seem to have very much communication with the universities. I feel I could counsel Education students better than they did. A special transfer person should be set up to assist these new students.*

The most frequent other comment was related to college teaching practices becoming more consistent with those found at the University of Alberta. One respondent commented *"use the same teaching procedures used at the U of A."* Another respondent wrote

> *I found that the exams in college were kind of "laid back" with extra time being granted if one did not finish in time. This type of system did not prepare me at all for the hard and fast exam of university (i.e., 50 min. MIDTERMS).*

Comments on university assistance. Although 137 respondents provided examples of ways that the university could have assisted more in transfer, 64 respondents (25.0%) made no comments on this questionnaire item and 55 respondents (21.2%) perceived no need for changes. One respondent wrote "*I experienced no difficulties in my transfer and I see no problems to be fixed.*" Another respondent stated

> *For the most part, I enjoy going to the U of A very much. I love my classes, enjoy the teachers, and I am learning so much; enough, that is, to realize how little I really know. University has, without exaggeration, opened up a whole new world for me. I will earn this degree, come Hell or high water.*

Table 5.25 presents the frequency and percentage frequency distributions of respondents' perceptions about ways that the university could have better assisted in transfer. Respondents (n = 137) provided 167 comments. The form of assistance most frequently cited (19.8%) was more information about courses and transfer. To one respondent this meant that university personnel be "*more willing to give help and information over the telephone.*" Another respondent wrote "*I would have greatly appreciated a letter outlining basic policies and procedures regarding important requirements and deadlines.*"

The second most frequent response (18.6%) was more recognition for credits for college study. Comments ranged from "*could have accepted a few of my courses as transfer credit courses*" to "*could have given me more credits.*" One respondent wrote "*have a transfer agreement with [my college]*" while another respondent noted that "*[my college] is considered to be a transfer college, yet there was much hassle and frustration to get courses taken there accepted by U of A.*"

The third most frequent area (14.4%) was the specific mention of program counselling assistance by 24 of the respondents. An expression

Table 5.25

Frequency Distributions of Respondents' Perceptions of What Could Have Been Done Better by the University to Assist in Transferring (n = 137)

Respondents' perceptions	f	%f
More information about courses and transfer	33	19.8
More recognition of college course credit	31	18.6
Program counselling	24	14.4
Friendlier staff attitudes	19	11.4
Earlier notice of official acceptance	16	9.6
One office to handle all transfer students	14	8.3
Eliminate contradictory information	7	4.1
Provide personal attention	6	3.5
Orientation sessions for transfer students	6	3.5
Develop transfer agreements with colleges	2	1.2
Provide academic tutoring	2	1.2
Communicate better with colleges	2	1.2
Provide presentations to college students	2	1.2
Availability of faculty members in summer	2	1.2
Prevent loss of application forms	1	0.6
Total	167	100

Note. 1. Some respondents provided more than one response.
2. Another 55 respondents provided responses indicating that no further assistance was required.

which summed the comments of several respondents was "*more counselling on what courses should be taken.*" One respondent noted

> *I realize most of the information is quite explanatory in the school calendar and program planner, but it still is scary to make such major planning decisions with no further advice. Planning seminars before each Fall semester begins may be an idea. Students could meet and ask a supervisor questions instead of hundreds of students phoning and bothering secretaries.*

Another respondent commented "*I was transferring to Home Economics and I received wrong advice on 2 occasions. This had severe repercussions on my choice of courses.*"

Interactions with university staff in the application process accounted for three other types of comments--friendlier staff attitudes toward transfer students, earlier notification of university acceptance, and one office specifically mandated to handle all matters related to the application/acceptance process for transfer students. One respondent commented that

> *I have had no problems thus far, other than time-consuming irritations like being shuffled from office to office in the campus administration building because of people not knowing and/or not caring about what I was asking.*

A solution offered by another respondent was

> *I think that there should be an information centre set up by the U of A just to simply answer questions without having to run all over the place to find out [what courses should be taken].*

Comments from interviews. Interview subjects described a need for comprehensive printed information about programs and transfer. However, all subjects indicated that there was an additional need to talk with others in order to confirm and clarify understandings of written materials. Two sources of assistance were described--

counselors and friends.

In speaking about counselors, one student said:

> *I learned something from past experience: if you want to know something, go to that institution and talk to the people there.*

However, most students expressed reservations about relying only upon counselors. According to one student:

> *Counsellors know about what is written in the book, whereas the students know--when you get right down to it--what it is really like. They have been in the class, they have an idea what is going on. Students need both kinds of information.*

Or, in the words of another student,

> *The big source is someone who has been through the program. They are probably the best source. If you go to a counsellor, they look in a handbook. You can do that yourself. I got more information from people who had been through what I needed to go through.*

Many students indicated that friendships at university meant sharing information about programs and requirements. This was expressed by one student in the following way:

> *I didn't have friends that came here before me, although many transferred at the same time that I did. As one person learns something, you keep passing it along. A good network system is definitely essential.*

Respondents' Preference for a Transfer Program

Table 5.26 presents the frequency and percentage frequency distributions of responses to the question "Would you have preferred to have taken all courses at the U of A?" The majority of respondents (74.%) answered in the negative. However, 26% of the respondents indicated a preference to have taken all courses at university, with males (32%) being more likely than were females (22%) to have this

Table 5.26

Frequency Distributions of Preference to Have Taken
All Courses at University
(by Groups of Respondents)

Group	n	Would have preferred to have taken all courses at the U of A. Yes %f	 No %f
All	233	26	74
Male	99	32	68
Female	134	22	78
Edmonton	117	28	72
Non-Edmonton	116	24	76
Univ transfer	85	22	78
Technical	52	33	67
Univ/Technical	96	26	74
Pattern A	97	17	84
Pattern B	136	33	67
BA	62	31	70
BSc	52	31	70
BEd	63	21	80
BComm	22	27	73
September	212	23	77
January	21	57	43

preference. Pattern B respondents (33%) were also more likely than were Pattern A respondents (17%) to prefer taking all courses at the university. Within the college-type grouping, Technical respondents (33%) were more likely than were University/Technical (26%) and University transfer (22%) respondents to prefer all courses at university.

Preference for all courses at university. Table 5.27 presents the reasons cited by respondents preferring to have taken all courses at university. Respondents cited the advantages of completing "*a degree in less time*," a better selection of courses and programs, better content and quality in University of Alberta courses, and better facilities (e.g., "*better equipment in the labs*") at university. One respondent would have preferred to have taken all courses in the program at university "*because this is what I consider a real education.*"

The drawbacks cited by respondents of attending a college before university were having to make two "*transitions*," losing credits while transferring, and feeling that college was a "*waste of time.*" One respondent commented that taking the whole program at university "*would have made this pace and workload seem routine.*"

Preference for some courses at college. Table 5.28 presents the reasons cited by respondents who preferred to take part of their program at a college. Respondents' comments have been grouped into four categories--personal, academic, campus environment, and administration. The most frequent type of comment (46.4%) was in the

Table 5.27

Frequency Distributions for Reasons Given by Respondents for Preferring to Have Taken All Courses at University
(n = 50)

Reason	f	%f
Time would have been saved	13	22.8
Better choice of courses/programs	12	21.1
Better content/quality of courses	11	19.3
Avoid making "two transitions"	8	14.0
Avoid loss of credits	8	14.0
College was a "waste of time"	3	5.3
Better facilities	2	3.5
Total	57	100

Note. Some respondents provided more than one reason.

Table 5.28

Frequency Distributions for Reasons Given by Respondents for Preferring to Have Not Taken All Courses at University (n = 129)

Category Reason	f	By category %f	Overall %f
Personal			(19.7)
Formed good friendships	17	29.8	5.9
Personal growth	10	17.5	3.5
"I enjoyed it"	8	14.0	2.8
Return to education after working	7	12.3	2.4
Closeness to home	5	8.8	1.7
Opportunity for a religious perspective	5	8.8	1.7
Acceptance of international students	2	3.5	0.7
Other	3	5.3	1.0
Academic			(46.4)
Student-professor interactions	43	32.1	14.9
Good learning environment	41	30.6	14.2
Offered a specialized program	28	20.9	9.7
Smaller class size	22	16.4	7.6
Campus environment			(32.2)
A step between high school and U of A	45	48.4	15.6
Friendlier attitudes/people	27	29.0	9.3
Smaller campus size	21	22.6	7.3
Administration			(1.7)
Program counselling	5	100.0	1.7
Total	289		100

Note. Some respondents provided more than one response.

academic category. Comments in this category referred to the student-professor interactions, good learning environment, specialized programs, and smaller class sizes. One respondent noted that "*at smaller colleges the instructors keep focused on teaching--which should be their primary concern.*" Another respondent commented that

> *I feel the professors are not as interested in the students at U of A. At [my college] the interest that the faculty showed in me . . . made me comfortable and confident in my role as a student. The friendships I made [at my college] are the people I associate with at the U of A. I feel it is extremely difficult to form really close relationships with people (either faculty or students) at a university of this size.*

One student noted the differences between college and university in the following way:

> *I thoroughly enjoyed obtaining a marketing diploma from [my college]. I found the courses very practical and the work very enjoyable. As well, I found it to be a much friendlier atmosphere due to the small number of students in Business Education. Both institutions have helped me to grow in different ways!*

Campus environment comments accounted for 32.2% of the reasons for preferring to study at a college. The major comment in this category identified the college as a step between high school and university; friendliness and campus size were the other reasons cited. One respondent expressed these ideas as "*the college atmosphere was a good stepping stone toward a larger institution.*" Another respondent wrote:

> *College taught university courses in a high school setting which made the transition between college and university very easy.*

Personal reasons accounted for about 20% of the comments made by respondents. The quality of friendships was the most frequent reason. One respondent commented that

> *The friends that I met at college were so important to my success at university. I don't think I could have made it without their support. Coming from a small town and a small high school--college eases you into the university setting. I'm almost positive if I had attended university right away I would have dropped out. Workload, city life, people--are all too much to take at once. I can honestly say my college memories are among the best of my life.*

Another respondent noted that "*I do not regret going to college. It was the most positive experience in my education. I'd recommend college to anyone.*"

Location was not specifically mentioned by any of the respondents, however, proximity to family or current employment was a factor for some respondents.

Summary

The analyses of major variables resulted in a number of findings about satisfaction and success in the transfer program and transfer experience. Student friendships were found to be more satisfying at college than at university. Similarly, greater satisfaction was found with college faculty influences on students than university faculty influences. Respondents, however, did perceive that their career goals at university were clearer than at college. High satisfaction was reported with decisions to attend college and university. Some groups of respondents (i.e., Technical, January, and Edmonton) were substantially more satisfied with their decision to attend university than to attend college. Non-Edmonton respondents were less pleased with their decision to attend university than to attend college.

Overall, respondents expressed satisfaction with their transfer program.

Respondents in general reported a modest level of satisfaction with the overall transfer experience. Technical respondents were found to be slightly dissatisfied.

The analysis of success measures revealed a number of differences with respect to the transfer program. Most Technical and January respondents had not viewed the college experience as part of a transfer program, while other groupings, such as University transfer and Pattern A, strongly agreed that they anticipated transfer when starting college. Unlike Non-Edmonton respondents, Edmonton respondents did not consider themselves to be transfer students. A similar finding was obtained where Pattern A respondents viewed themselves as transfer students in college but Pattern B respondents did not. Respondents believed that a university degree was important and that they would complete their degree programs.

Grade Point Averages were higher at college than at university. Respondents had attended both college and university for nearly three terms and had transferred and earned approximately 60 credits toward a degree. Technical and January respondents transferred the fewest credits, while Pattern A respondents transferred the most. University transfer and Pattern A respondents reported the fewest credits refused for transfer, while Technical respondents reported the greatest number of credits refused.

According to student perceptions, information about transfer was found to be either quite adequate or quite inadequate. About three fourths of the respondents relied on family, friends and faculty for information while one fourth reported using no persons as sources of information. Half of the sample visited the university before transfer, with the groups visiting most being University transfer and Pattern A.

Most respondents were found to have made a complete transition from college to university within the first term at university. A number of personal, academic, environmental, and administrative difficulties experienced while making the transfer were reported. Suggestions for assistance focussed on the availability of more information about courses and transfer. Friends were viewed as a preferred source of information. A large majority of the sample preferred a transfer program (i.e., completing a portion of degree requirements at college), although January, Pattern B, Technical, and male respondents had a greater preference than other respondents to have taken all courses at university.

CHAPTER 6

Relationships Between Major Variables

This chapter presents the analyses of relationships between the major variables in the study. The chapter is organized into three sections. Relationships between satisfaction in the transfer program and transfer experience are reported in the first section. Relationships between success in the transfer program and transfer experience are reported in the second section. In the third section, the major findings are summarized.

Relationships Between Satisfaction in the Transfer Program and the Transfer Experience

This section reports correlations of satisfaction variables. The first part focusses on correlations of satisfactions in the transfer program. Correlations of satisfactions in the transfer experience are reported in the second part. Analysis of interview data provides student descriptions of satisfaction in the transfer experience and transfer program. Correlation coefficients are shown as decimal fractions at the end of sentences, e.g., (.43). Because the Ns in many analyses were moderately large, the size of the correlation coefficient needed to reach statistical significance at the $p < .05$ level was often only in the order of .20. Such a value indicates quite low association and predictability. Consequently, a decision was made to report the statistical significance of correlation coefficients in the tables and to concentrate more on the size of the coefficients in the text.

Satisfaction With Facets of the Transfer Program

The data in Figure 6.1 and Figure 6.2 show the Pearson correlation coefficients among five facets of college and university experience which are discussed in this part. Analysis of each of these individual measures of satisfaction was reported in Chapter 5; in this section the extent of the relationships between these satisfaction measures is discussed.

Student friendships. Modest correlations were found between satisfaction with college friendships and the four other satisfaction measures--faculty interest in students (.40), faculty influence on career goals (.49), intellectual development (.30), and decision to attend college (.33). At university, the correlation between student friendships and these items was weaker, ranging from .17 to .31.

Although questionnaire and interview respondents frequently mentioned the importance of student friendships, statistical analysis did not find evidence of a strong relationship between satisfaction with friendships and other satisfaction measures. For example, earlier analysis revealed high satisfaction with friendships (Table 5.1) and high satisfaction with decisions to attend college and university (Table 5.7). However, Table 6.1 shows a weak correlation between satisfaction with friendships and decisions to attend college or university (.33 and .30).

Intellectual development. Satisfaction with intellectual development at college was found to correlate beyond the .50 level with three college satisfaction measures. Table 6.2 shows the correlation

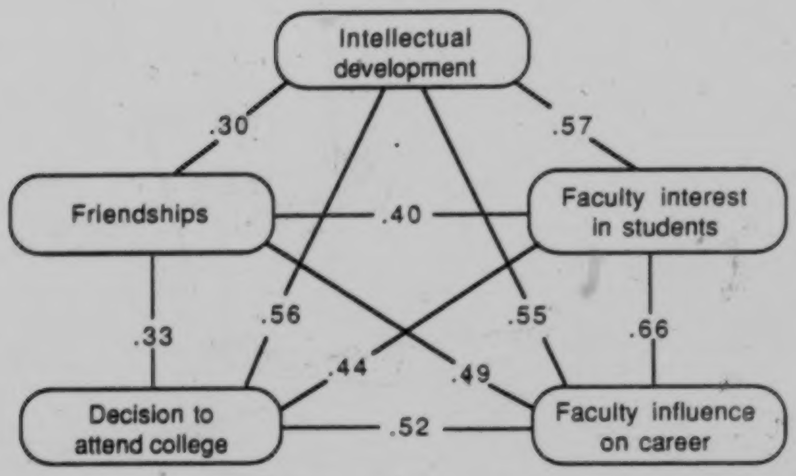
Intellectual development
Friendships
Faculty interest in students
Decision to attend college
Faculty influence on career
.30
.57
.40
.33
.56
.55
.66
.44
.49
.52

Figure 6.1 . Correlations Among Satisfaction With Facets of the Transfer Program at College.

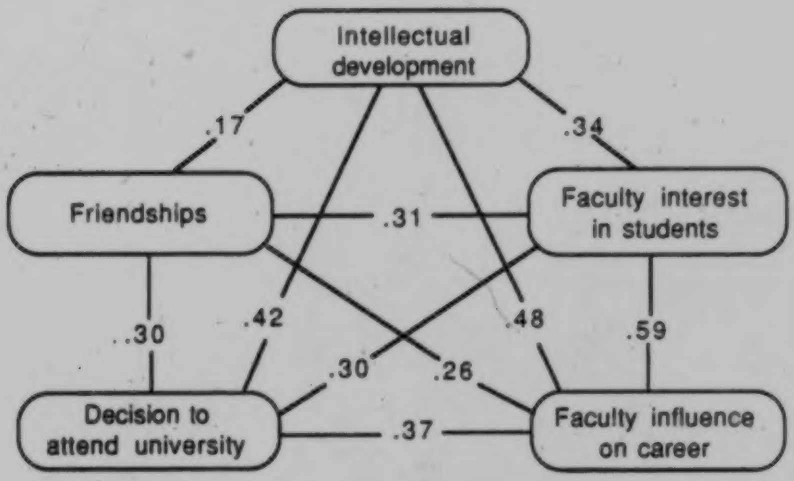
Intellectual development
Friendships
Faculty interest in students
Decision to attend university
Faculty influence on career
.17
.34
.31
.30
.42
.48
.59
.30
.26
.37

Figure 6.2 . Correlations Among Satisfaction With Facets of the Transfer Program at University.

Table 6.1

Correlation of Respondents' Perceptions of Satisfaction With Friendships and Decision to Attend College and University (by Groups of Respondents)

Groups	College friendships and decision to attend		University friendships and decision to attend	
	n	r	n	r
All	255	.33	250	.30
Male	108	.22	108	.25
Female	147	.39	142	.33
Edmonton	129	.40	128	.24
Non-Edmonton	126	.30	122	.36
Univ transfer	89	.51	84	.43
Technical	63	.16ns	64	.02ns
Univ/Technical	103	.25	102	.33
Pattern A	103	.35	98	.36
Pattern B	152	.30	152	.27
BA	68	.14ns	69	.32
BSc	59	.29	58	.23ns
BEd	67	.49	61	.43
BComm	24	.41	24	.04ns
September	232	.31	226	.26
January	23	.35ns	24	.61

Note. All correlation coefficients except those marked "ns" were statistically significant beyond $p < .05$.

Table 6.2

Correlation of Respondents' Perceptions of Faculty Interest in Students and Intellectual Development For Colleges and University (by Groups of Respondents)

	College faculty interest and intellectual development		University faculty interest and intellectual development	
Groups	n	r	n	r
All	255	.57	256	.34
Male	109	.53	110	.27
Female	146	.59	146	.38
Edmonton	130	.52	131	.23
Non-Edmonton	125	.62	125	.42
Univ transfer	88	.69	87	.39
Technical	64	.37	67	.26ns
Univ/Technical	103	.59	104	.35
Pattern A	102	.53	102	.34
Pattern B	153	.57	154	.34
BA	68	.41	70	.36
BSc	59	.63	59	.06
BEd	67	.67	66	.38
BComm	24	.60	23	.55
September	232	.56	232	.35
January	23	.57	24	.19ns

Note. All correlation coefficients except those marked "ns" were statistically significant at $p < .01$.

between satisfaction with intellectual development and perceptions of faculty interest in students. In the college experience, University transfer and University/Technical responses showed a stronger correlational tendency than did Technical responses (.69 and .59 vs. .37). Also, BEd, BSc, and BComm responses showed stronger correlations than did BA responses (.67, .63, and .60 vs. .41). At university, respondents' perceptions of satisfaction with intellectual development were less strongly correlated with their perceptions of faculty interest in students (n = 256, r = .34). A stronger correlation was found in Non-Edmonton responses than in Edmonton responses (.42 vs. .23). Also, the BComm responses correlated more strongly than did BSc responses (.55 vs. .06).

Table 6.3 reports correlation coefficients for satisfaction with intellectual development and perceptions of positive faculty influences on career aspirations. The correlation with respect to the college experience was found to be greater than with respect to the university experience (.55 vs. .48). January responses (.73) were found to have the strongest correlation with respect to the college experience. However, correlations greater than or equal to .60 were found among BComm, University transfer, University/Technical, Pattern A, and BSc responses (.69, .66, .60, .60, and .60). The correlation for Technical responses (.38) was the lowest of all groupings.

With respect to the university experience, correlations were weaker, with only Non-Edmonton (.57) and University transfer (.55) responses being at or above r = .55. The correlation for male

Table 6.3

Correlation of Perceptions of Faculty Influence on Career Aspirations and Intellectual Development For Colleges and University (by Groups of Respondents)

Groups	College faculty influence and intellectual development		University faculty influence and intellectual development	
	n	r	n	r
All	253	.55	254	.48
Male	109	.50	110	.39
Female	144	.58	144	.54
Edmonton	129	.51	131	.41
Non-Edmonton	124	.59	123	.58
Univ transfer	87	.66	88	.50
Technical	64	.38	64	.41
Univ/Technical	102	.60	103	.55
Pattern A	100	.60	102	.51
Pattern B	153	.51	152	.47
BA	67	.42	69	.45
BSc	59	.60	58	.41
BEd	67	.55	66	.53
BComm	24	.69	24	.52
September	230	.52	231	.50
January	23	.73	23	.53

Note. All correlation coefficients were statistically significant at $p < .01$.

responses (.39) was the lowest of all groupings.

Table 6.4 reports correlation coefficients for satisfaction with intellectual development and satisfaction with decisions to attend college and university. Again, higher correlations were obtained with respect to college than for university (.56 vs. .42). At college, there was a lower correlation reported for males and than for females (.46 vs. .63), while at university their responses both produced a correlation coefficient of .42.

Only two groups' responses were found to have greater correlation with respect to university decisions and intellectual development than they did with respect to college decisions--Technical (college, .31; university, .35) and BComm (college, .58; university, .69). The greatest change in correlation with respect to college and university was found with January responses (college, .63; university, .25).

Decision to attend college and university. Correlations between perceptions of positive faculty influence on career aspirations and satisfaction with decisions to attend college and university are reported in Table 6.5. A greater correlation was found with respect to the college experience than with respect to the university experience (.52 vs. .37). Responses from females (college, .54; university, .38) correlated more strongly than male responses (college, .49; university, .36). The strongest correlations with respect to college were for BSc and January responses (.64 and .79). The strongest correlations with respect to university were Non-Edmonton, BA, and BSc responses (.47, .46, and .46). Only one grouping showed a stronger correlation with

Table 6.4

Correlation of Perceptions of Intellectual Development and Decision to Attend College and University (by Groups of Respondents)

Groups	College intellectual development and decision to attend		University intellectual development and decision to attend	
	n	r	n	r
All	257	.56	249	.42
Male	110	.46	108	.42
Female	147	.63	141	.42
Edmonton	130	.55	128	.35
Non-Edmonton	127	.56	121	.46
Univ transfer	89	.62	83	.36
Technical	64	.31	64	.35
Univ/Technical	104	.69	102	.52
Pattern A	103	.58	98	.41
Pattern B	154	.54	151	.42
BA	69	.58	69	.35
BSc	60	.64	59	.41
BEd	67	.49	60	.33
BComm	24	.58	23	.69
September	234	.55	225	.43
January	23	.63	24	.25ns

Note. All correlation coefficients except the one marked "ns" were statistically significant at $p < .01$.

Table 6.5

Correlation of Perceptions of Faculty Influence on Career Aspirations and Decision to Attend College and University (by Groups of Respondents)

	College faculty influence and decision to attend		University faculty influence and decision to attend	
Groups	n	r	n	r
All	253	.52	248	.37
Male	109	.49	108	.36
Female	144	.54	140	.38
Edmonton	129	.50	128	.30
Non-Edmonton	124	.54	120	.47
Univ transfer	87	.48	84	.37
Technical	64	.55	63	.33
Univ/Technical	102	.54	101	.43
Pattern A	100	.49	98	.45
Pattern B	153	.53	150	.31
BA	67	.42	68	.46
BSc	59	.64	59	.46
BEd	67	.46	61	.28
BComm	24	.58	24	.40
September	230	.48	225	.38
January	23	.79	23	.34ns

Note. All correlation coefficients except the one marked "ns" were statistically significant beyond $p < .05$.

respect to university than to college (BA--college, .42; university, .46).

Faculty influences. The greatest correlation among satisfaction facets was between the measures of perceptions of faculty interest in students and positive faculty influence on career aspirations (Table 6.6). The correlation with respect to the college experience was found to be greater than the correlation with respect to the university experience (.66 vs. .59). Also with respect to college experience, responses from four groupings correlated at or above r = .70--BComm, female, University transfer, and BEd (.70, .71, .76 and .80). The lowest correlation with respect to the college experience was for BA responses (.48).

With respect to the university experience, responses correlated above r = .50 for eleven of the 15 groupings. Only male, Technical, BSc, and BEd responses correlated below that level (.49, .46, .46, and .46).

Responses from BA (college, .48; university, .69) and BComm (college, .70; university, .77) groups were the only responses to show a greater correlation with respect to university experience compared to college experience.

Facets of Satisfaction and Overall Satisfaction

The analysis of correlations between each of the five satisfaction facets and overall satisfaction reported in Table 6.7 shows very weak relationships between satisfaction with the overall transfer program and the five facets (college, .01 to .17; university, .13 to .33).

Table 6.6

Correlation of Respondents' Perceptions of Faculty Interest in Students and Faculty Influence on Career Aspirations For Colleges and University (by Groups of Respondents)

Groups	College faculty interest and influence		University faculty interest and influence	
	n	r	n	r
All	253	.66	255	.59
Male	109	.59	110	.49
Female	144	.71	145	.65
Edmonton	129	.62	131	.54
Non-Edmonton	124	.69	124	.65
Univ transfer	87	.76	88	.67
Technical	64	.52	64	.46
Univ/Technical	102	.67	103	.61
Pattern A	100	.67	102	.64
Pattern B	153	.64	153	.56
BA	67	.48	69	.69
BSc	59	.65	58	.46
BEd	67	.80	67	.46
BComm	24	.70	24	.77
September	230	.66	232	.60
January	23	.61	23	.52

Note. All correlation coefficients were statistically significant at $p < .01$.

Table 6.7

Correlations Between Measures of Satisfaction With Facets of Satisfaction and Overall Satisfaction for College and University (All Respondents)

	Overall satisfaction	
	transfer program	transfer experience
Satisfaction with facets	r	r
College friendships	.09ns	-.03ns
College faculty positive influence on career aspirations	.06ns	.04ns
College faculty interest in students	.01ns	-.04ns
Intellectual development at college	.12	.04ns
Decision to attend college	.17	.13
University friendships	.13	.18
University faculty positive influence on career aspirations	.21	.29
University faculty interest in students	.24	.21
Intellectual development at university	.25	.22
Decision to attend university	.33	.30

Note. All correlation coefficients except those marked "ns" were statistically significant beyond $p < .05$.

Correlations between satisfaction with the overall transfer process and the five facets are similar to the correlations reported for satisfaction with the overall transfer program and the five facets. Correlation analysis with respect to the college experience produced lower coefficients than did the university experience (college, -.04 to .13; university, .18 to .30). Although, as reported earlier, several facets were found to correlate highly with each other, none were found to correlate even moderately with either of the overall measures of satisfaction.

Relationships Between Overall Satisfaction Measures

Correlation coefficients between responses of satisfaction with the overall transfer program and the transfer experience are reported on Table 6.8. A correlation coefficient of .55 was found for all responses. The Pearson r for male responses was similar to that for female responses (.56 vs. .55). Higher correlations were found for both University/Technical and Technical responses than for University transfer responses (.63 and .59 vs. .42). Pattern B responses correlated more highly than did Pattern A responses (.61 vs. .45). Among the degree groupings, responses correlated in declining order from BA, BComm, BEd, to BSc (.62, .52, .50 and .41). January responses correlated to a greater degree than did September responses (.68 vs. .54).

The Meaning of Satisfaction

Since analysis of questionnaire data provided limited insight regarding relationships among satisfaction measures, interview

Table 6.8

Correlation of Overall Satisfaction in the Transfer Program With
Overall Satisfaction With the Transfer Process
(by Groups of Respondents)

Group	r	n
All	.55	235
Male	.56	96
Female	.55	139
Edmonton	.50	114
Non-Edmonton	.63	121
Univ transfer	.42	88
Technical	.59	47
Univ/Technical	.63	100
Pattern A	.45	101
Pattern B	.61	134
BA	.64	63
BSc	.41	55
BEd	.50	62
BComm	.52	22
September	.54	215
January	.68	20

Note. All correlation coefficients were statistically significant at $p < .01$.

participants were asked to provide personal definitions of satisfaction in the transfer experience and transfer program.

Transfer experience. Eight of the interviewees defined transfer experience satisfaction as the absence of "red tape" problems from application through registration. According to one student satisfaction meant

> *A smooth transition--to have your courses accepted and your program continue.*

Another student stated that

> *It means that students get the accreditation due them--that they deserve. It also means feeling you are being well treated in a personal way by the people who are making decisions about your application and credits.*

A third student described satisfaction in the following way:

> *Actually, it was rather simple. I just filled out the forms. I don't know if you could consider it lucky. A lot of people I went to college with said they didn't get all the credit for courses they took in college. But for me, they said, "All the credits are good."*

A different definition was offered by one student who viewed satisfaction as a measure of personal development. She commented:

> *Satisfaction came in knowing it was time to move on to another, more challenging experience. I had viewed the University as a professional school and the college as a stepping stone. For me, satisfaction was knowing I was ready to make the move.*

Similarly, another student explained that satisfaction was a moment when she realized that the transfer had occurred:

> *When you walked into that first classroom [at university] and you knew four or five people from [your college], that was great. I knew I had actually arrived here and I wasn't alone.*

The transfer program. Two themes dominated the definitions of satisfaction with the transfer program in the college setting--professor-student interactions and the teaching. In describing the nature of interactions one student said:

> *[My college] had a lot of interaction--teacher-student interactions--not as far as extra-curricular activities go, just that you can drop into the teacher's office or if you see the teacher in the hallway, the teacher remembers you and what class you are in. This made you feel you were part of the college, not just that you were going there for classes. It makes you feel more at ease with the teacher. The teachers were not only interested that students got good grades but also that students accomplished their own goals--like, what is your goal after you are through [with college]?*

A comment echoed by most of the interviewees was expressed by one student in the following way:

> *I was satisfied with the type of education I was getting. When I came out of a course, I knew that I knew something.*

Two other aspects of satisfaction received a single mention in the interviews--high grades and student friendships.

Definitions of satisfaction with the transfer program at university centred on good grades and the value of a university degree. One student defined satisfaction in the following way:

> *Getting good marks. I need an 8 average, so anything above an 8 is okay. I had 7.4 last year and an 8 this past term.*

Another student saw satisfaction as the value of the education itself. He commented:

> *I feel that I am going to get ahead. This education is going to benefit me down the road. I am getting a good education at a good university. In the long run it will pay off.*

All of the interviewees indicated that satisfaction was related to seeing themselves as having achieved a goal by arriving at university.

One student expressed this in the following way:

> *University is different than college, it is higher than college, university has a little bit more status attached to it. You go from college to university, you don't go from university to college. That would be a step back down.*

Predictors of Satisfaction

The best predictors of satisfaction with the overall transfer program, satisfaction with the transfer experience, feeling "at ease," and time taken to develop an identity as a university student were identified using stepwise multiple linear regression. In each case, those variables which predicted or contributed more than 1% of the variance are listed, although those which contributed less than 5% were not considered "important" by the researcher. As regression analysis relies upon listwise correlations of variables, questionnaires lacking responses for one or more of the variables were excluded. Therefore, the resulting regression analysis was performed using 61.3% of the sample (n = 159) or less. The researcher did not consider this rate of response great enough to give confidence in the predictors which were identified.

Satisfaction with transfer experience. The five predictors of satisfaction with the overall transfer process listed in Table 6.9 contributed 41% of its variance. The best predictors were (a) satisfaction with the overall transfer program (27% of its variance) and (b) familiarity with transfer while at college (an additional 7%).

Table 6.9

Stepwise Multiple Regression Analysis of Questionnaire Items as Predictors of Satisfaction With the Transfer Experience (n - 159)

Predictors of overall satisfaction with the transfer experience	Percentage of variance	Change in variance	r
Satisfaction with overall transfer program	26.92	26.92	.52
Familiarity with transfer while at college	33.76	6.84	.43
Satisfaction with university friendships	36.81	3.05	.28
Intent to transfer when starting college	39.95	3.14	.29
Satisfaction with decision to attend university	41.48	1.53	.35

Note. All correlation coefficients were statistically significant at $p < .05$.

Satisfaction with transfer program. The five best predictors of overall satisfaction with the transfer program, as listed in Table 6.10, contributed 43% of its variance. The best predictors were (a) satisfaction with the transfer experience (27% of its variance), and (b) intending to transfer when starting college (an additional 6%).

Table 6.10

Stepwise Multiple Regression Analysis of Questionnaire Items as Predictors of Satisfaction With the Transfer Program
(n - 159)

Predictors of overall satisfaction with the transfer program	Percentage of variance	Change in variance	r
Satisfaction with overall transfer experience	26.92	26.92	.52
Intent to transfer when starting college	32.68	5.76	.29
High school matriculation average	36.33	3.65	.09
Satisfaction with decision to attend university	39.80	3.47	.38
Satisfaction with decision to attend college	42.78	2.98	.26

Note. All correlation coefficients were statistically significant at $p < .05$.

Relationships Between Success in the Transfer Program and Transfer Experience

In this section the correlations of success variables are reported. Correlations of success variables in the transfer experience are reported in the first part. The second part focusses on success correlates in the transfer program. This section concludes with an analysis of interview data describing student meanings of success.

Correlation of Success Measures

This section reports the intercorrelations of three measures of transfer student success--time taken to feel at ease at university, time taken to develop a university student identity, and Grade Point Average.

Transfer experience success. The data in Table 6.11 show a moderate correlation (.58) between the time taken to feel "at ease" and to develop a university student identity. The highest correlations were obtained from BComm and BEd responses, while the lowest correlations were obtained from Technical and BSc responses (.87 and .71 vs. .44 and .48).

Grade Point Average and feeling "at ease." Table 6.12 reports the correlations between a measure of transfer program success--Grade Point Average--and a measure of transfer experience success--time taken to feel "at ease." Weaker correlations between all responses were found with respect to college Grade Point Average than with university Grade Point Average (.14 vs. .20). Although female college Grade Point Averages and time taken to feel at ease showed zero correlation (.00),

Table 6.11

Correlation of Time Taken to Feel "At Ease" and Time Taken to Develop an Identity as a University Student (by Groups of Respondents)

Group	r	n
All	.58	214
Male	.50	87
Female	.64	127
Edmonton	.62	108
Non-Edmonton	.53	106
Univ transfer	.63	81
Technical	.44	47
Univ/Technical	.64	86
Pattern A	.54	98
Pattern B	.61	116
BA	.57	55
BSc	.48	48
BEd	.71	54
BComm	.87	23

Note. January respondents are excluded.
All correlation coefficients were statistically significant at $p < .01$.

Table 6.12

Correlations of College and University Grade Point Averages and Time Taken to Feel "At Ease" at University (by Groups of Respondents)

	College Grade Point Average and "at ease"		University Grade Point Average and "at ease"	
Groups	n	r	n	r
All	231	.14	233	.20
Male	96	.30	97	.20ns
Female	135	.00ns	136	.20
Edmonton	118	.21	121	.20
Non-Edmonton	113	.02ns	112	.19
Univ transfer	86	.21ns	83	.25
Technical	53	.13ns	58	.23ns
Univ/Technical	92	.24	92	.16ns
Pattern A	98	.05ns	95	.17ns
Pattern B	143	.19	138	.21
BA	61	.25ns	63	.14ns
BSc	51	.16ns	53	.27ns
BEd	62	.42	60	.32
BComm	23	.12ns	22	.54
September	211	.13	212	.20
January	20	.23ns	21	.11ns

Note. All correlation coefficients except those marked "ns" were statistically significant beyond $p < .05$.

BEd responses--a grouping that was 72% female--produced a correlation coefficient of .42, the highest correlation with respect to college Grade Point Average.

With respect to university Grade Point Average, most groupings were found to have weak correlations, within a range of .11 to .32. A notable exception was BComm (.54). As a smaller quota faculty, there may be characteristics of this degree program which differ substantially from a larger, open faculty such as Arts, where a correlation of .14 was found.

Grade Point Average and student identity. The data in Table 6.13 report the correlations between Grade Point Average and time taken to develop an identity as a university student. Again, weaker correlations were obtained with respect to college GPAs than with university GPAs (.21 vs. .29). The highest correlations involving university GPAs were for BComm (.50) responses.

Predictors of Success

Regression analyses was employed to obtain indications of the best predictors of success in the transfer experience. The results of these analyses are presented in a similar format as used earlier to report the predictors of satisfaction. An interpretative analysis of the data was employed to identify variables related to success in the transfer program.

Transfer experience--feeling "at ease." The four best predictors of feeling "at ease" on a university campus after transferring listed in Table 6.14 contributed only 20% of its variance. The best

Table 6.13

Correlations of College and University Grade Point Averages and Time Taken to Develop a University Student Identity (by Groups of Respondents)

Groups	College Grade Point Average and identity		University Grade Point Average and identity	
	n	r	n	r
All	216	.21	217	.29
Male	91	.31	93	.24
Female	125	.13ns	124	.33
Edmonton	105	.30	106	.33
Non-Edmonton	111	.12ns	111	.26
Univ transfer	82	.18ns	79	.33
Technical	46	.35	48	.41
Univ/Technical	88	.23	90	.23
Pattern A	98	.07ns	95	.17ns
Pattern B	118	.30	122	.36
BA	55	.30	57	.33
BSc	48	.22ns	51	.24ns
BEd	55	.38	52	.37
BComm	24	.16ns	23	.50

Note. January respondents are excluded.
All correlation coefficients except those marked "ns" were statistically significant beyond $p < .05$.

Table 6.14

Stepwise Multiple Regression Analysis of Questionnaire Items as Predictors of Time Taken to Feel "at Ease"
(n = 159)

Predictors of time taken to feel "at ease"	Percentage of variance	Change in variance	r
University faculty interest in students	8.56	8.56	.29
College faculty positive influence on career aspirations	13.71	5.15	.22
University Grade Point Average	17.42	3.71	.16
Considered self to be a "transfer student" in college	20.02	2.60	.18

Note. All correlation coefficients were statistically significant at $p < .05$.

predictors were (a) university faculty interest in students (9%), and (b) positive college faculty influences on student career aspirations (5%).

Transfer experience--time taken to develop university identity. The three best predictors of the time taken to change from a college student identity to a university student identity after transferring listed in Table 6.15 contributed only 17% of its variance. The best predictors were (a) satisfaction with friendships at university (8% of its variance) and (b) university Grade Point Average (an additional 7%).

Transfer program. A comparison was made between the characteristics of students meeting particular academic criteria versus all of the other respondents. By using the criteria of (a) university Grade Point Average equal to or greater than 6.0, (b) registration full-time in three Winter Session terms (i.e., September to April 1986, and September to December 1987), and (c) completion of 27 university credits or more, a total of 103 respondents were identified as the "more successful" group. Then, further analysis of the data resulted in identifying a number of differences between these more successful students and the other respondents. The demographic characteristics (i.e., sex, age, marital status, college attended, and degree program) of the more successful students did not differ substantially from the other respondents. Five of the most substantial differences are reported below.

Table 6.15

Stepwise Multiple Regression Analysis of Questionnaire Items as Predictors of Time Taken to Make the Mental Transition From College to University Student
(n = 150)

Predictors of time taken to make the mental transition	Percentage of variance	Change in variance	r
Satisfaction with university friendships	7.87	7.87	.28
University Grade Point Average	14.61	6.74	.26
Duration between university application and registration	17.21	2.60	.07

Note. All correlation coefficients were statistically significant at $p < .05$.

Table 6.16 reports the percentage frequencies of perceptions of paying for educational costs. There was a statistically significant difference between the more successful and the less successful respondents (4.06 vs. 3.65, $p < .05$). Notable differences, however, were not found in the amount or frequency of employment nor in the career-relatedness of employment between either of these two groupings.

Table 6.16

Comparison of Perceptions of Paying Own Educational Costs

Group	Strongly disagree 1	2	3	4	Strongly agree 5	Mean	n
More successful	6	10	8	23	53	4.06*	99
Less successful	12	10	11	36	31	3.65	147

Note. *$p < .05$.

Parental influences reported in Table 6.17 were related to differences in student success. Although a similar percentage of the more successful respondents' fathers attempted postsecondary education, compared to the other respondents' fathers (66.7% vs. 65.5%), a greater percentage of the more successful students' fathers completed a post-secondary program (29.7% vs. 23.5%). With respect to mothers' education, a greater percentage of the more successful students' mothers attempted post-secondary education (more successful, 34.9% vs. less successful, 24.2%), and a substantially greater percentage of those who started completed their programs (more successful, 87.8% vs. less successful, 56.7%).

Table 6.17

Comparison of Parents' Level of Post-secondary Education

Parents' education	More successful respondents n = 99 %f	Less successful n = 146 %f
Fathers attempting a post-secondary program	66.7	65.5
Fathers completing a post-secondary program	29.7	23.5
Mothers attempting a post-secondary program	34.9	24.2
Mothers completing a post-secondary program	87.8	56.7

Previous academic performance was also related to success at university. A statistically significant difference is reported in Table 6.18 between the high school matriculation average of the more successful and the less successful respondents (73.4% vs. 69.0%, $p < .01$). The more successful transfer students also reported more academic success than the less successful respondents at college (Grade Point Average, 7.11 vs. 6.53, $p < .01$).

Table 6.18

Comparison of Previous Academic Marks

Group	High school matriculation average	College Grade Point Average
More successful respondents	73.4%**	7.11**
Less successful respondents	69.0%	6.53

Note. **$p < .01$.

Differences in educational goals between the two groupings are reported in Table 6.19. Less than one-half of the more successful respondents viewed a Bachelor's degree as their highest educational goal, while this degree was found to be as the highest educational goal for almost two-thirds of the other respondents. However, the more successful respondents were more likely than the less successful respondents to aspire to degrees beyond the Bachelor's level.

Table 6.19

Frequency Distributions of Highest University Degree Sought

Degree	More successful respondents n - 99 %f	Less successful respondents n - 150 %f
Bachelor's	43	63
MD, LLB, etc.	8	6
Master's	36	27
Doctorate	12	3

Table 6.20 reports that 81% of the most successful respondents had a preference for a transfer program compared to 69% of the less successful respondents. Only Pattern A (84%, Table 5.26) respondents reported a stronger preference for a transfer program than did the more successful respondents. The four groups which reported a lower preference (Table 5.26) than less successful respondents were male, Technical, Pattern B, and January respondents (68%, 67%, 67%, and 43%).

Table 6.20

Preference for a Transfer Program

Preference for taking all courses at university	More successful respondents n = 91 %f	Less successful respondents n = 142 %f
No	81	69
Yes	19	31

The Meaning of Success

Since analysis of questionnaire data provided limited insight about the relationships between success measures, interview participants were asked to provide definitions of success based upon personal experience.

Transfer experience. Interview participants described a several-stage process that began at college and ended upon arrival in university classrooms. Individuals emphasized particular aspects of transferring based upon their own experience.

Most interviewees mentioned the element of transfer credit as essential to a successful transfer. One student said that success was

> *Getting here, getting in and having all your credits accepted for all of your college courses.*

To several students, success meant the continuation of the same program in the same faculty. One student expressed this as

> *A successful transfer would have been going [into the faculty] where you initially wanted to go.*

Another student described the continuation of a program in a different way. She said:

> *For me it was three things. Good information about courses and prerequisites from my [college] faculty consultant, credit for all of my college courses and avoiding any course overloads at the U. Unfortunately, I did have to take an overload for two terms.*

Several interviewees stated that successful transfer depended upon what problems were anticipate when starting the process. One student made the following comment:

> *You always think of the University as being so big that there is a lot of red tape you have to go through. None of that happened. I*

> *just sent [my application] in and I was accepted.*

Transfer program. There were differences in the ways that interview subjects defined success at college and at university. Only one student supplied that same definition for success at college and university. Nine students identified grades as the major criterion for college success. One student said:

> *I define it just as a straight mark. If I got a good mark, I was successful. That was the idea you got from most of the people there. If you got a high average, someone would want to hire you.*

Another student said:

> *It boiled down to grades. I liked to get around 7.5. I thought that would be pretty realistic after judging myself and my capabilities.*

In addition to grades, three students mentioned friendships with faculty and students as a measure of success. One student described his success in the following way:

> *I think I was pretty successful as a college student. I got good grades there. I had a good rapport with the teachers and I felt really comfortable--well liked.*

Only one student stated that the learning itself was a measure of success. That aspect, along with friends, was expressed in the following words:

> *It's coming out of your courses and you've learned something. You know the prof and you've made friends in that course. It's not the mark I get, it's whether I've actually learned something.*

At university, the definitions of success changed. Four students identified grades as the primary measure of success. One responded that

> *Education is a very competitive faculty. Success is having an*

> *edge over other students. A decent GPA--like 7--is success. I think a good GPA will help get you a job.*

Another commented that

> *At the University, its just grades. I am successful as far as the University's standards go. I try to push myself a little bit harder.*

"To graduate on time" was mentioned by three students as the major measure of success. These students reported that they had definite career goals and strong desires to make plans for life after university. Success at university was defined by one of these students as

> *Graduating. That's what I am here for--to complete my program. Good grades are important, too, in case I decide sometime to go on to specialize. Good marks will be needed to enter a graduate program.*

Finally, three students defined success at university as knowing that they were learning. One student expressed this notion of success in the following words:

> *The success that I feel is from learning. Maybe you are not going to get as good of a mark as you wanted, but you have learned something that you didn't know before. Marks are important, but learning is far more important than it was before.*

Another student responded that success at university meant

> *Learning as much as I can. Getting--if you want to put it that way--the most for my money. I am here now, I have all of these resources, so I might as well come out of here well educated.*

Relating Satisfaction and Success

A comparison of interview data about satisfaction and success revealed that these were related highly--sometimes used interchangeably--by students. The meaning of satisfaction to one student would closely resemble the meaning of success to another student. Nevertheless, for each interview participant, satisfaction was described as a product of success. One student described the relationship in the following way:

> *Satisfaction is related to a sense of accomplishment. If you achieve what you want to achieve, you are successful and you feel satisfied.*

All interview participants described a desire to achieve goals with respect to the transfer program. Although those goals varied, two themes with respect to the college experience were identified--"fitting in" and "completing the work." Student definitions of "fitting in" and why it was important also varied considerably. Completing the work generally meant discovering whether one had the interests and abilities to fulfil course requirements.

Goals at university differed from goals at college. Completing the work was seen more as a means to an end (i.e., a career) than as an end in itself. Although fitting in was a strong concern when arriving initially at university, the social aspects of university life were not valued to the same degree as at college.

Summary

The analyses of relationships between major variables resulted in a number of findings about satisfaction and success in the transfer program and transfer experience. Satisfactions with facets of the transfer program were modestly correlated. Satisfaction with student friendships, although extensively mentioned in the data, did not correlate highly with other satisfactions. However, there was evidence of a strong correlation between satisfaction with faculty influences on career goals and perceptions of faculty interest in students. This relationship was particularly evident for BComm, female and University transfer respondents. Generally, higher correlations were obtained with respect to transfer program satisfactions at college than at university. However, with several measures, BA respondents' satisfactions correlated more highly with respect to university than to college.

A stronger relationship was found between satisfaction with the overall transfer program and satisfaction with the overall transfer experience than between satisfaction with the overall transfer program and satisfaction with facets of the transfer program. Other facets which contributed substantially to overall satisfaction were not identified in this study. The best predictor of satisfaction with the transfer program was satisfaction with the transfer experience; the converse was also found.

Although satisfaction measures showed higher correlations with respect to college experience, success measures showed higher correlations with respect to university experience. A positive relationship was found between the time taken to feel at ease and to develop a university student identity. BComm and BEd respondents reported the greatest relationship between these variables, while Technical and BSc respondents reported the weakest relationships. University Grade Point Averages correlated higher than did college

Grade Point Averages with the time taken to feel at ease and to develop a university student identity.

Strong predictors of success with the transfer experience were not identified. However, several factors were related to respondents who were more successful in the transfer program. These included (a) paying own education costs, (b) parents' post-secondary education, (c) previous academic marks, (d) highest degree sought, and (e) preference for a transfer program.

Student definitions of success and satisfaction from the interviews contained considerable overlap. Although these definitions were related to each student's own goals for education and career, all students defined satisfaction and success differently for the college experience than for the university experience.

CHAPTER 7

Findings and Discussion

This chapter provides a discussion of the findings from analyses of the data. The findings are assembled as responses to the research questions which guided this study. The discussion was developed through assessment and interpretation of the data with attention given to the theoretical positions and research findings reviewed in Chapter 2. This chapter is organized into three sections. The first section reports the findings of the study as these relate to the five research questions. In the second section, the major findings of this study are discussed. The final section is a summary of the chapter.

Research Questions

In this section, following the restatement of each research question, relevant findings are discussed.

Question 1--To What Extent Are Selected Student Factors Related to Satisfaction With the Transfer Experience?

A majority of respondents (58%) reported that they were satisfied with the overall process of transferring to university. Students who attended University transfer and University/Technical colleges perceived a greater satisfaction with the transfer experience than did those who attended Technical colleges.

From the interview data, student definitions of satisfaction with the transfer experience included (a) official acknowledgement that all college course credits were accepted toward a university degree, and

(b) the stage of feeling comfortable at the university. Females from University transfer colleges who first registered at university in September were most likely to receive transfer credit for all college courses. Males from University transfer colleges registering in September in a Bachelor of Arts program were most likely to report the shortest time to feel comfortable at university.

The best predictor of satisfaction with the transfer experience was satisfaction with the transfer program. No particular characteristics separated the 68% of respondents who reported satisfaction with the transfer program from the 14% who reported dissatisfaction. However, 81% of Pattern A respondents reported satisfaction with the transfer program.

From the quantitative questionnaire data, a large majority of respondents (84%) reported some difficulties in the transfer process. Over three fourths (78%) of the difficulties were related to university academic, administrative, or campus environment factors. The most frequently cited difficulties were adjusting to (a) larger class sizes, (b) more impersonal professor-student interactions, and (c) heavier academic workloads. The remaining difficulties were related to personal concerns.

Question 2--To What Extent Are Selected Student-Factors Related to Satisfaction With the Transfer Program?

Satisfaction with five facets of the transfer program was investigated. The characteristics of respondents reporting great satisfaction with each aspect of the transfer program with respect to college differed from the characteristics of respondents who reported satisfaction with that same aspect with respect to university. For example, females and Non-Edmonton respondents were more likely to be satisfied with college friendships, while males and BSc respondents were more likely to be satisfied with university friendships.

Faculty influences on students were seen by students to be greater at college than at university. Non-Edmonton, University/Technical students who, after two or four full-time winter terms at college, transferred at least 27 credits toward a university degree were most likely to view college faculty as interested in students. No factors with respect to the university experience were found to be related to respondent perceptions of university faculty interest in students. Females registered in BEd programs who attended University transfer colleges were more likely to be satisfied with college faculty influences on their career goals; respondents who attended Edmonton colleges were most likely to be satisfied with university faculty influences on their career goals.

Students who first registered at university in January were the most satisfied with their intellectual development at university. University transfer and University/Technical college students reported greater satisfaction with their intellectual development at college, while Technical respondents reported dissatisfaction with the extent of their intellectual development at college.

Satisfaction with intellectual development correlated highly with satisfaction with faculty influences for many respondents. The highest correlations were with responses provided by students registering in BSc, BEd and BComm degree programs and females who had attended University/Technical colleges.

Respondents found to be the most satisfied with a transfer program were those who attended a University/Technical college for two or four winter terms, then transferred at least 27 credits to university, and attended at least three winter terms at university.

The best predictor of satisfaction with the transfer program was satisfaction with the transfer experience. However, no particular characteristics were identified that separated the 58% of respondents who were satisfied with the transfer experience from the 25% who were not satisfied.

Question 3--To What Extent Are Selected Student Factors Related to Success With the Transfer Experience?

While at college, most students perceived that they were able to obtain adequate information about transfer. Students most likely to hold this perception had attended a University transfer or University/Technical college full-time for two or four winter session terms, and then transferred to university within a year.

Further, students who attended University transfer colleges were the most likely to have contact with persons at university and to visit the university before transferring. Also, before transferring, most students had some contact with persons at university; friends were the most frequent contact. University transfer respondents were the most likely, and Technical respondents were the least likely, to have contacted friends who were already at university.

One measure of success in the transfer experience was the time taken to feel at ease after the first registration at university. Although most students reported feeling at ease at university by the end of their first term at university, no particular characteristics or activities separated those students who felt at ease sooner. Students first registering in January and those in BComm programs took the greatest length of time to feel at ease. BComm students also had the greatest correlation between feeling at ease and university Grade Point Average.

The second measure of success in the transfer experience was developing an identity as a university student. While a majority of students reported making a mental transition from a "college student" identity to a "university student" identity, no particular characteristics separated those students who made this transition sooner from those who took longer than average. Some events which may have influenced this transition for individual respondents were size of faculty (e.g., Physical Education and Recreational Administration and Pharmacy are smaller faculties, while Science and Education are larger faculties) and adequacy of feedback about academic performance (e.g., mid-term or final course marks).

The best predictor of time taken to feel at ease at university was perceiving that university faculty were genuinely interested in students. However, respondents did not strongly feel that university faculty were interested in students. Also, no particular characteristics were found which separated the minority of students who held this perception of university faculty from those who did not.

The best predictors of time taken to develop an identity as a university student were (a) university Grade Point Average and (b) satisfaction with university friendships. These two factors were confirmed by the qualitative data in which an emphasis was found for the importance that students placed upon grades and graduation requirements, as well as concerns that they had about developing friendships at university.

Question 4--To What Extent Are Selected Student Factors Related to Success in the Transfer Program?

Based upon the operational definition of success employed in this study, all participants in the study were deemed to be successful. Most dimensions of success involved academic performance while some dimensions encompassed anticipations of transfer. However, there were identifiable characteristics associated with students who were more successful than others.

When starting college, the students most likely to anticipate transferring were those who attended Non-Edmonton, University transfer or University/Technical colleges full-time for two or four winter session terms and subsequently transferred to university within a year of leaving college. Of these students, those who attended Non-Edmonton colleges were most likely to consider themselves to be "transfer students."

In contrast, students attending Edmonton colleges seldom considered themselves to be "transfer students." This may be due to Technical respondents anticipating vocations after completing college rather than pursuing a baccalaureate degree. Also, University transfer students frequently considered themselves to be studying at an affiliated campus, therefore already university students.

Respondents tended to report a decline in grades from college to university. After two terms of study at university, the mean Grade Point Average declined one-half mark from the level achieved at college. No particular student characteristics were associated with this decline as all groupings of students appeared to be equally affected. Some groups of students (i.e., females and University transfer students) reported greater correlations between college and university marks than did other students (i.e., males and Technical students). No patterns of characteristics were identified regarding students whose university marks were higher than college marks.

Students who attended University transfer colleges and students who attended college full-time for two or four winter session terms were most likely to transfer the equivalent of one or two years of study toward their university degree. While at university these same students were most likely to carry and complete a full course load (i.e., 15 credits per term for three winter session terms).

All participants perceived that attaining a university degree was "important." Furthermore, these students reported very strong intentions of completing a university degree. As both of these beliefs were widely held, no identifiable patterns of characteristics were discerned among the minority of students who were less committed to these notions.

Some respondents were found to be more successful in the transfer program than were others. These more successful students were more likely to perceive themselves as paying their own education costs. They also tended to report higher high school and college marks. In addition they were more likely to anticipate achieving higher levels of formal education than the other respondents. They were also more likely to have parents who commenced and completed post-secondary programs. Finally, these students had a greater preference for a transfer program than did the other respondents.

Question 5--What Personal and Group Resources and Institutional Support Are Utilized by Students to Progress Toward Completion of a Transfer Program?

Findings related to this question have been separated with respect to the college experience and the university experience.

The college experience. The number of students who became familiar with how to transfer while at college was similar to the number who did not gain this familiarity. Only a weak correlation was found between becoming familiar with the transfer process and intending to transfer. In other words, the students who entered college with the intention of transferring had mixed but equal success in obtaining information about transfer programs and the transfer process as did those students who decided much later at college to transfer. Other factors than intending to transfer when starting college may account for gaining familiarity with transfer.

For example, when participants reflected upon their college experience, they frequently mentioned the positive value of faculty influences. College faculty were generally perceived to take a genuine interest in students' present academic work as well as students' degree plans. Numerous personal experiences were reported of on-going program planning assistance by college faculty members, including these faculty initiating contacts with university faculty regarding specific program requirements for individual students. Much less frequently, other college personnel were identified as providing assistance in program and transfer planning. Counselors were given mixed reviews--in some instances cited as extremely helpful, while in other instances reported to be inaccurate and unhelpful. College registrars, though infrequently mentioned, were perceived as friendly and helpful.

Participants tended to report that college friendships were important and satisfying. However, students generally did not perceive these friends as influencing either program or transfer planning. Friendships likely contributed to personal feelings of well-being and confidence in interpersonal skills. These friendships were often seen by the younger respondents as enabling them to become more independent and therefore better prepared to attend university. Older respondents were more likely to describe interactions with faculty than with other students.

Although a substantial number of students lived with parents while attending college, very few mentioned this as a factor which influenced program or transfer planning. Married students, although silent about assistance from spouses, commented about difficulties in relocating their families or establishing a second residence in order to attend university.

Many students reported that current, accurate information about program and transfer planning was the greatest form of additional assistance which the college should provide to transfer students. The type of additional information most frequently mentioned related to university application and registration procedures.

The university experience. Students tended to use sources of assistance differently at university than at college. The perceived influence of individual faculty members on program and career decisions decreased considerably. Faculty were more often perceived as preoccupied with other responsibilities and more aloof from students. Additionally, however, many students perceived that courses they needed to take in the university portion program were largely prescribed or, in some faculties, fully predetermined--minimizing, or eliminating, the need to make program planning decisions. Nevertheless, a number of participants expressed positive outcomes when seeking planning assistance from university faculty.

Many students expressed frustrations in obtaining accurate information to resolve individual situations regarding continuity at university of the program commenced at college. Having to change faculties (e.g., from expecting to enter a BComm program in the Faculty of Business but receiving university permission to register in a BA [Economics] program in the Faculty of Arts) or to complete additional courses due to a loss of credits in transfer (e.g., necessitating registering for an "overload" or special session) were situations cited by a number of students. Students who sought assistance tended to perceive academic administrators (e.g., Associate Deans) as helpful and friendly, while clerical staff were often perceived as uninformed, unpleasant and unhelpful. The few participants who contacted counseling services generally perceived that source of assistance as somewhat helpful. The students who reported greater contact with university administrative offices (e.g., BEd students) also were likely to report a greater frequency of contradictory information and referral from one administrative office to another. These students may have been more persistent in obtaining the information they desired or inappropriately contacting administrative offices for information.

Participants tended to perceive other students as good sources of information about programs and fitting in at university. These other students were often referred to as "friends," but a qualitative difference was perceived by participants between these friendships and college friendships. At university, "friends" was a term often used to describe classmates with whom a student socialized at class, though not after class, and discussed matters related to that particular course or its sequel; at college the term "friends" frequently described peer members of a student's social group.

Financial aspects of the transfer program were seldom mentioned--either as benefits or disadvantages. A very small number of students expressed disappointment over leaving employment in order to attend university. Similarly, very few students reported concerns over finding employment at university. Several students who had lived with parents while attending college expressed concerns about the higher costs of attending university. Only one participant made reference to obtaining financial assistance--an expression of relief over the arrival of the first student loan cheque at university.

Discussion

The discussions in this section have been separated with respect to satisfactions and successes. Findings in this study are related to theoretical positions and other research findings.

Measuring Satisfaction

Participants in this study were found to view satisfaction with transfer programs differently from the way that students in other studies have reported satisfaction with post-secondary education. Aitken (1982) and Babbitt and Burbach (1985) concluded that student satisfaction meant student acceptance of academic programs and living conditions. In this study, however, students identified the elements of teaching and professor-student interactions as essential components of satisfaction. The dimension of living conditions did not emerge as significant in the study. That is, comparisons between students living with families, students living in campus residences, and students with other living arrangement revealed no substantial differences in satisfactions with the transfer program.

Another finding in this study which differs from previous research into student satisfaction concerns the element of vocational self-concept. Meier and Schmeck (1985) found a positive relationship between vocational self-concept and student satisfaction. In this study, however, students (especially BA students) often reported relatively weak career goals at college but relatively high satisfaction. Further, female BEd students tended to report high satisfaction with college, high commitment to career goals, and relatively low satisfaction with university. While these findings do not provide a clear alternative to Meier and Schmeck's conclusions, neither can this study support their finding. Important contributions that this study makes, however, are the identification of the importance of college faculty influences on career aspirations and the observation that students' career goals became clearer during their time at university.

Evidence was not found which differentiated satisfactions among

Alberta, non-Alberta Canadian, and International students. Earlier research in the United States (e.g., Zemsky & Oedel, 1983) had found that students from out of the state or region, in contrast to local students, were shown to perceive greater satisfaction at college.

The quality of contacts with faculty and peers was related to student satisfaction in the transfer program. This finding is similar to Pascarella's (1980) observation that positive faculty and peer contacts add significantly to overall satisfaction. Also, Aitken (1974) found that contacts with faculty and fellow students had a substantial effect on student satisfaction. A difference in those findings, however, is that they were obtained from samples of primarily four-year American campuses. This study found contacts with faculty and peers were satisfying with respect to college but much less satisfying with respect to university. Students in this study generally reported that their expectations about forming friendships at university as well as interacting with university faculty were lowered once these students arrived at university.

A conclusion by Griffin-Pierson (1986) following study of achievement and satisfaction of college women in the United States was that women's achievement motivation may be strongly influenced by factors outside the institution. Although this study did not extensively probe the environmental factors which influenced students' career and academic decisions, one related finding was obtained. Female students reported a substantially greater college faculty interest in students and faculty influence with respect to their career aspirations than did males.

In a recent Alberta study using a transfer student sample from one college, Small and Konrad (1986) found that transfer students reported greater satisfaction with respect to college than with respect to the university experience. That finding was confirmed in this study. Generally, participants reported greater satisfactions on all items with respect to the college experience, compared to satisfactions reported with the university experience. Unlike Small and Konrad's finding that many transfer students were considering withdrawing from university, this study found strong intentions to complete the degree program. This may not be a contradictory finding as much as a difference in research design as the Small and Konrad study relied on a sample of students in their first year at university, while this study collected data from students in their second year after transfer. There was a decrease in the total population for this study of about 20% from the end of the first year after transfer to the start of the second year at university. Since some of this attrition can be attributed to completion of the general three-year Bachelor's degree, it was not possible to determine how many students in this population actually withdrew, graduated, or changed their registration to part-time status.

Several studies of university student intellectual development and success have found that these outcomes are associated with the nature and frequency of contact with faculty. In this study, students tended to perceive both greater intellectual development and a greater faculty interest in students at college. Further, it was found that faculty-student interactions tended to be more satisfying at college than at university. Volkwein et al. (1986) found that increased contacts with faculty by transfer students resulted in reports by these students of greater intellectual development. That finding with respect to the college experience is supported by the findings of this study. An interpretation of the data with respect to the university experience did not substantiate that finding.

A methodological issue in job satisfaction research which has been raised by Lawler (1973) involves how the researcher phrases questions about satisfaction. He stated that asking "How satisfied are you?" would produce more affirmative responses than asking "If you had it to do over again, would you pick the same job?" This study employed a form of the "If you had it to do over again. . ." questioning strategy. The findings demonstrate that students prefer a transfer program and, with limited exceptions, would attend a college before university, if they had it to do over again.

Measuring Success

Willingham (1985), in a longitudinal study of nine American colleges and universities, concluded that three types of student success were recognized in college--academic achievement, leadership, and significant personal accomplishments. Willingham found that although students acknowledged the importance of having leadership experiences and learning leadership skills as well as achieving significant personal accomplishments, academic performance (i.e., above average Grade Point Average) was the most common measure of success. In this study, students also acknowledged the primacy of academic performance as a measure of success. Unlike the Willingham study, transfer students did not mention leadership opportunities or skills as elements of success. Even though students often reported participation in campus activities and organizations, particularly at the college level, attention was centered on interpersonal relations outcomes rather than organizational aspects such as leadership. Student reports of memberships in university clubs, teams, and organizations were minimal. Many students did identify completing the transfer experience as a significant personal accomplishment.

Earlier studies (e.g., Chickering, 1974, Nowack & Hanson, 1985) have found that living in a residence hall was associated with greater faculty and peer contact as well as higher Grade Point Averages for women students. In this study, however, living in campus residence at college or at university did not correlate with these variables. The previous studies were conducted primarily on four-year residential campuses while this study focussed primarily upon two-year colleges and a large non-residential university.

Numerous studies (e.g., Kissler, 1982, Anderson & Beers, 1980, Harmon, 1976) have found that Grade Point Averages of transfer students decrease after transferring to a four-year institution. In this study, the average decline in Grade Point Averages was one-half mark after the first year at university. Jackson and Drakulich (1976) concluded that this drop was due to different academic standards between two-year and four-year institutions. Hills (1965) and Knoell (1982), however, attribute the decline in grades to "transfer shock"--the adjustment to a new and different campus environment. In this study, students from all colleges, and in all degree programs generally reported the same decline in grades--0.5. Also, the average length of time taken to feel at ease and develop an identity as a university student was approximately one term at university. Therefore, given the broad spectrum of colleges and college programs which participants attended, the findings are more supportive of the "transfer shock" perspective than the difference in standards perspective.

Several theoretical positions also provide the bases for interpreting some of the findings in this study. Path-goal theory states that if an individual sees high productivity as leading to attaining one or more personal goals, the individual will be a high producer. In this study, students were generally found to have clearer career goals at university compared to career goals while at college. A second, related finding was that students' definitions of success at university (which differed from their definitions of success at college) were centered on the academic measures of course marks and completion of graduation requirements. Most students acknowledged that the workload at university was heavier than at college and reported a mean overall decline in Grade Point Average of 0.5, yet overwhelmingly reported the intention to complete their degree program. A conclusion which can be drawn from the data is that the levels of student productivity (e.g., striving to maintain acceptable university marks and accomplish increased academic work) increased at the same time that personal goals (e.g., career plans and graduation) became clearer and stronger.

Achievement motivation theory (e.g., Atkinson and Feather, 1966) has long recognized that the perceived difficulty of the immediate task is an important situational factor which controls an individual's predisposition to achieve. Also, this theory (e.g., Raynor, 1974) identifies the motivational significance played by more distant future goals when present activity is viewed as instrumental to their attainment. Many participants expressed the view that the college experience was a stepping stone between high school and university. In this regard, college--more than high school--was seen as a place to prepare to attend university. Participants perceived that they were more likely to achieve better academically and socially at college than at university. However, once at university, participants focussed more on the academic aspects of the experience than on the social aspects. Many participants reported that they gained confidence in their abilities to study and to learn at college, therefore enabling them to anticipate transferring to university. Once at university, goals associated with careers and graduation were accorded greater importance.

Attribution theory, according to Slavin (1986), holds that individuals will attribute success outcomes to their own efforts and activities, but will attribute failure outcomes to factors over which they had no control. Evidence to support this notion was found in this study. For example, students who anticipated transfer credit for college courses but did not receive transfer credit frequently described this loss as the fault of counselors, transfer arrangements, or ambiguities in printed information. However, students who did not anticipate full or even partial transfer credit as their own degree or career plans had changed (e.g., Technical students returning to university after working in a related field), expressed considerably less dissatisfaction with university decisions to limit or decline the granting of transfer credit.

Similarly, attribution theory may afford an explanation for the more successful students' preference for the transfer program while less successful students reported less preference for a transfer program. The more successful students may attribute their success at college and their subsequent success at university to their choice to attend college. In other words, the college per se may be seen as a contributor to a student's success; in cases where the student did not experience such success, the college may be seen as contributing to that lack of success.

Another finding which may be explained by attribution theory was the perception by more successful students, when compared to other respondents, that their earnings went to pay their education costs. Although detailed financial data was not provided by respondents, data related to work experience was collected. No differences in the years worked at jobs, career-relatedness of jobs, or work while registered as a student separated the more successful students from the other students. There was no evidence to indicate that the more successful students' earnings differed from other students, yet the more successful students held a stronger belief that they were paying their own education costs.

Conceptual Framework of the Findings

The findings provided insights about the relationships among students' perceptions of satisfaction, academic measures of success, selected student characteristics, and selected administrative aspects of transfer programs. These relationships are shown in Figure 7.1. A direct relationship was found between satisfaction with the transfer experience and satisfaction with the transfer program. Similarly, students who tended to be more successful with the transfer program also tended to be more satisfied with the transfer program. A relationship between satisfaction with the transfer experience and success with the transfer experience, though weak, was also found. Finally, a weak relationship was found between success with the transfer experience and success with the transfer program.

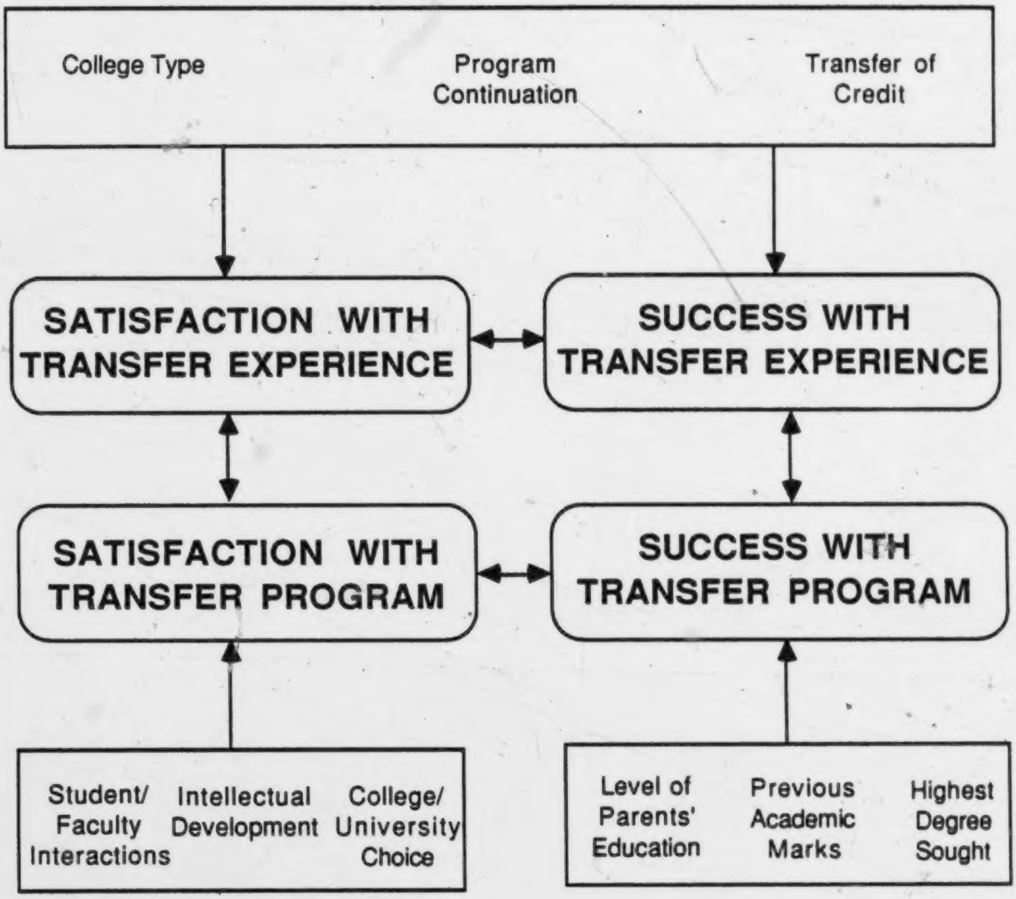
College Type
Program Continuation
Transfer of Credit
SATISFACTION WITH TRANSFER EXPERIENCE
SUCCESS WITH TRANSFER EXPERIENCE
SATISFACTION WITH TRANSFER PROGRAM
SUCCESS WITH TRANSFER PROGRAM
Student/ Faculty Interactions
Intellectual Development
College/ University Choice
Level of Parents' Education
Previous Academic Marks
Highest Degree Sought

Figure 7.1. Conceptual Framework of Variables Associated With Transfer Student Satisfaction and Success.

Those variables found to be associated with satisfaction and success are also shown in Figure 7.1. The type of college attended, program continuity at university, and transfer of credit were found to have a direct association with satisfaction and success with the transfer experience. Student-faculty interactions, intellectual development, and choice of college-university were found to have a direct association with satisfaction with the transfer program. Success with the transfer program was associated directly with previous academic marks, levels of parents' post-secondary education, and highest degree sought.

This conceptual framework reflects a strong interdependence between transfer student success and perceptions of satisfaction. Further, this framework depicts a interactive process which blends student abilities, ongoing experiences, and development of personal goals. Implications of this conceptualization for further study are discussed in Chapter 8.

Summary

Selected student factors were found to be related to satisfaction and success in the transfer program and transfer experience. Attending a University transfer or University/Technical college tended to be related to a satisfying transfer experience, while attending a Technical college tended to be related to dissatisfaction with this experience. Students viewed university acceptance of college course credits and feeling comfortable at university as important elements in transfer experience satisfaction. Students felt more at ease after they adjusted to larger university class sizes, heavier academic workloads, and more impersonal faculty-student interactions.

Students tended to be more satisfied with the college portion of their transfer program than with the university portion. Although student factors related to some aspects of transfer program success were identified, factors to account for other aspects of success were not found. Students generally reported that the most important source of assistance in the transfer program was college faculty interest and assistance in program planning. Most students reported using a different form of support system at university than that used at college. Reliance on peers for academic information and assistance was greater at university. Students expressed a number of difficulties with university administrative systems with respect to obtaining accurate transfer program information.

A relationship between faculty and peer contacts and student satisfaction found in earlier studies was confirmed with respect to the college experience. Also, findings from earlier American studies of a relationship between living in campus housing and student satisfaction was not found--residence choice appeared to be unrelated to transfer program satisfaction. As in previous studies about transfer students, Grade Point Averages declined at university compared to college marks. Similarly, students identified Grade Point Average and, to a limited extent, significant personal accomplishment, as measures of success.

Unlike earlier studies of American college and university students, transfer students did not identify leadership as a measure of success. The nature and importance of particular student goals were found to change from college to university. At college, many students sought to develop an increased sense of personal independence and confidence in personal academic skills. At university, many students were formulating career plans and striving to meet graduation requirements.

Students tended to attribute attribute success in college to faculty-student interactions while tending to attribute success at university to "hard work." Students who were more successful in the university program had a greater preference for a transfer program than did other students. Further, the more successful students credited themselves with directing their earnings from jobs to pay education costs, while other respondents, who were similarly employed, did not hold this belief.

This exploratory study provided some insights into factors associated with transfer student satisfaction and success. By making comparisons between groupings of students within the sample of transfer students, relationships were found between selected student characteristics and perceptions of satisfaction and success. Nevertheless, caution should be exercised in any attempt to generalize these findings beyond the population of this study.

CHAPTER 8

Conclusions and Implications

This chapter is divided into three sections. In the first section, major conclusions are drawn from the findings which were reported throughout the three previous chapters. Implications for practice and for theory and research are provided in the second section. A brief summary concludes the chapter.

Major Conclusions

Selected student characteristics were found to be associated with student perceptions of satisfaction and success in the transfer program and with the transfer experience. Several major conclusions were drawn regarding satisfaction in transfer programs.

1. Interactions with faculty and peers were associated with satisfaction in the transfer program. Generally these interactions at college were more positively related to satisfaction than they were at university. Students also tended to perceive greater intellectual development at college than at university.

2. Development of a vocational self-concept appeared to be strongly influenced during the college portion of the program, although career ideas appeared to be more developed during the university portion of the program.

3. Students who attended Edmonton colleges were more satisfied with their decision to attend university than with their decision to attend college. The converse was found for students who attended Non-

Edmonton colleges.

4. Perceptions of satisfaction with the transfer experience correlated highly with satisfaction with the transfer program.

5. Type of student residence and financial considerations while attending college or university did not appear to be important factors in transfer student satisfaction or success.

Important conclusions were also drawn concerning success.

1. The overall decline in mean Grade Point Average of 0.5 from college to university appeared to be unrelated to sex, degree program, college attended or attendance patterns.

2. Students tended to define success in the transfer program in terms of academic accomplishments. On an individual basis, students tended to view success and satisfaction at university differently than these were viewed at college.

3. Students tended to attribute problems in the transfer experience to inadequate information and advice, faulty transfer arrangements, or ambiguities in printed information.

4. Students who were more successful at university tended to have a greater preference for a transfer program than did the students who were less successful.

5. Students tended to feel more comfortable at university after they adjusted to larger class sizes, heavier academic workloads, and more impersonal professor-student interactions.

6. Transfer students registering for a second consecutive

university Winter Session tended to value highly a university degree and intended to complete their degree programs.

Implications

The insights gained from the analyses of student perceptions in this exploratory study have broad implications for post-secondary education policy in Alberta and for further research and theory development. Transfer students are a diverse group, not easily categorized or described. The transfer program is not a specific set of university-level courses nor a particular administrative structure, rather "transfer program" is a label attached to attendance patterns of students who completed particular types of courses at college before subsequently registering at university. A characteristic most strongly shared by students in this group when attending university is the value that they place upon a university degree and their desire to complete this degree. Yet, because of diverse registration and attendance patterns, transfer students remain an enigma to planners interested in enrolment management.

Implications for Practice

The future direction of post-secondary education in Alberta rests, in part, on the increased availability of publicly accepted transfer program opportunities. Long-range planning at the University of Alberta, the second largest university in Canada, projects a staged decrease in undergraduate enrolments in order to accommodate an increased institutional emphasis on graduate programs (University of Alberta,1987). Similarly, The University of Calgary, a large and growing Canadian university, has been gaining increased national and international recognition as a research-oriented university. As these major universities move to limit undergraduate enrolments, other institutions in the Alberta post-secondary system are expanding their undergraduate programs.

Establishment of the Alberta Private Colleges Accreditation Board in 1983 (Government of Alberta, 1984) has enabled three private junior colleges to attain four-year degree-granting status. In their role as colleges affiliated with the University of Alberta, these colleges previously admitted substantial numbers of transfer students. Although students are now able to complete all undergraduate work at these colleges--potentially serving to lower the number of transfer students moving to universities--the new degree-granting status may further serve to legitimate colleges in general as a "stepping stone" to university study.

Further, in spite of provincially imposed funding restrictions on the expansion of programs at Alberta public colleges, an Edmonton community college was authorized in early 1988 by the Department of Advanced Education to establish university transfer courses for several hundred transfer students, effective September 1988. While this move may also have been intended to alleviate concerns of overcrowding at the University of Alberta, it too may contribute to further enhancement of the public's acceptance of transfer programs. Thus, in an era when the transfer function of colleges is being actively questioned in the literature (e.g., Cohen, 1985; Kissler, 1982; Knoell, 1982), post-secondary education policy in Alberta appears to be strengthening rather than diminishing transfer opportunities for students. Consequently, colleges will have to adjust to the system-wide trend to accept more post-secondary students in transfer programs.

There are implications from this study for two broad areas of transfer programs--faculty-student interactions and transfer program information sources.

Faculty-student interactions. Faculty members contribute considerably to student decision-making about program and career choices, particularly at the college level. This activity should continue to receive institutional recognition and support. The positive outcomes of faculty-student interactions with respect to program advising and career planning in the college setting should be widely acknowledged and encouraged. Supports and assistance should be routinely made available to individual faculty to ensure that they have current knowledge about transfer programs. Further, university faculties should identify ways and means of ensuring that transfer students are accorded opportunities equitable to other students with respect to interacting with individual faculty members on concerns over program and course information.

Transfer program information. The findings of this study identified the positive value of visiting the university campus before transfer and of making contact with administrative faculty in appropriate academic departments. In many instances, individual students initiated these activities; in other cases, college staff coordinated these events. These present forms of contact should be strengthened and encouragement provided for college and university staff to develop increased opportunities for transfer students to visit the university campus before commencing courses there.

Although many students were aware of the *Alberta Transfer Guide*, they held diverse interpretations about the guide's purpose. To resolve many student concerns related to transfer of credit, copies of the guide should be made available at college to individual students. Some difficulties in transferring have arisen when students were not given direct access to the guide. In addition, the guide should clearly and conspicuously inform its readers about how it is to be used. For example, some difficulties have arisen when students generalize from the acceptance of a specific college course for a specific university degree program, to a conclusion that the course is also acceptable for other university degree programs.

Implications for Theory and Research

Further transfer student study should focus on the process of student decision-making with respect to transfer program decisions. Some guidance for further study is provided by the finding that many students viewed college as a preparatory step for university, thus prompting questions for research which, building on Zemsky and Oedel's (1983) structuring of college choice, address student anticipations/expectations when choosing to attend college before university and when choosing which university to attend. Zemsky and Oedel's (1983) perspective of the elements which influence college choice may identify important dimensions to include in a student decision-making model. Additional study at this juncture could add valuable insights to the literature about college choice in areas such as student-institution match and institutional response to changing student demographics.

Investigation also needs to move beyond examination of the functional outcomes of faculty advising (e.g., Hornbuckle, Mahoney & Borgard, 1979; Stickle, 1982) by developing credible perspectives on the mentoring/modeling role of faculty in colleges with respect to student career and program decisions (e.g., what are the activity patterns of faculty with respect to assisting transfer students, are faculty equally accessible to all transfer students, what factors are associated with effectiveness?). Volkwein, King and Terenzini (1986) have begun investigation of the intellectual development of transfer students by focussing on student-faculty interactions before and after transfer. In the same light, expanded attention should be given to identify the dimensions of college and university faculty influences upon transfer students. For example, what is the scope, nature and intensity of this influence with respect to choice of courses, choice of university, and the shaping of expectations about the nature of the university portion of the experience?

Formulation of a transfer student decision-making model also should incorporate the nonacademic aspects of the college-university experience which Pascarella (1986) suggests students perceive as substantial influences on their decision-making processes. For example, this study identified some variables--parental completion of post-secondary education programs, aspirations for degrees beyond the Bachelor's level, and students' intention/perception of paying their own education costs--that may be associated with students who were more successful in the transfer program. Babbitt and Burbach (1985) have examined the influences of persons, activities, and physical surroundings in the nonacademic area with respect to female students, but this initiative has not been widely applied to the study of students in general or groups such as transfer students. Willingham (1985) concluded that student success contained academic, leadership, and personal accomplishment elements, while this Alberta study found little evidence that students developed leadership skills at college. Therefore, greater attention should also be given to examine the influence on transfer student decision-making of personal accomplishments and leadership opportunities in both the college and university settings.

This study concluded that students were more satisfied with aspects of the college portion than with the university portion of the transfer program. While satisfactions and successes were measured, there was not clear evidence of relationships between many of these outcomes. Bean and Bradley (1986) and Aitken (1982) have also concluded that evidence for possible explanations of such relationships remains elusive. For example, substantial relationships between satisfactions with facets of the transfer program and satisfaction with the overall program were not found. Nonetheless, aspects of the transfer program tended to provide far more satisfaction for students than did aspects of the transfer experience. Some researchers (e.g., Witt & Handal, 1984) assume that student satisfaction is primarily a function of person-environment fit. A related area for study is possible relationships between students' perceptions and students' decision-making processes regarding the transfer program. For example, what do students anticipate about the university portion of the transfer program (e.g., similar to college, less demanding than college, or more demanding than college)? Further, to what extent do preconceptions about the university experience influence student decisions and actions with respect to the transfer program and the transfer experience? What alternatives do students perceive for program and institutional choice (e.g., before entering a college, while at college, when considering transferring, or when registering at university)? Do students at college see their horizons broadening and choices increasing or do they perceive a "funneling" effect whereby choices are progressively limited by previous program, career, and university choices?

Approaches for Further Study

Understandings from this study about transfer students may be extended by employing a research design based upon path-goal theory and data collection by interviewing.

Path-goal and attribution theory. From findings in this study, student achievement appears to be more directed by student goals than directed by the administrative structure of transfer programs. Path-goal theory may provide a useful model to examine the decision-making process and activities of college students with respect to transfer programs. A path-goal model (e.g. Vroom, 1964; Pritchard, 1969) may offer strong possibilities in creating an appropriate research design for this type of study compared to the student development model (e.g., described by Miller, Winston, & Mendenhall, 1983, as a focus on orderly, stage-related continuous human development which progresses from the simpler to the more complex) frequently used in student-behaviors research. By drawing on the work of Lawler (1983) and Steers (1983) to combine elements from goal theory (e.g., cognitive assessment, effort, performance, and intrinsic/extrinsic rewards) with the elements of locus of control, stability, and controllability from attribution theory (Aronson, 1972; Rosser & Nicholson, 1984; Slavin, 1986) a dynamic framework is created for the longitudinal study of the following matters:

(1) the process of student decision-making--including nature,

frequency, and intensity of influences as well as goal formation;

(2) transfer program attendance behavior; and

(3) formation of personal criteria for assessing both transfer program success and satisfaction with choices and outcomes.

This approach would also be more comprehensive than the student decision-making model proposed by Tinto (1975, 1982) and tested by Pascarella et al. (e.g., 1980, 1981). That model focusses primarily on student decision-making with respect to maintaining college/university registration or withdrawing, without attending to issues identified in this study and others (e.g., Rembley & Stripling, 1983; Rose & Elton, 1970; Ungar, 1980) about the complexity of decisions related to choices within continuous registration, complexity of choices within alternative attendance patterns, or complexity of choices within likely alternatives when withdrawing. A goal/attribution model may hold greater promise for providing understandings for enrolment planners with respect to transfer student registration patterns.

A methodological approach to this type of a study might rely upon extensive interviews with a large sample of students who are entering a first or second year at college, and a first, second, or third year at university. Data collection should be extended over several years to allow a number of students to proceed from commencement to completion of a degree program. Semi-structured interviewing could be conducted several times throughout the academic year as well as during the extended periods when students are away from the academic setting. A sample of several universities with enrolments of varying sizes (e.g., the same size as in this study, considerably smaller than in this study, and similar in size to the larger colleges in this study), including institutions in different regions, would enable closer examination of effects that the elements of university size and university choice have on transfer student satisfaction and success.

Summary

Conclusions were drawn about factors related to transfer student satisfaction. A relationship between faculty and peer contacts and student satisfaction found in earlier studies was confirmed--however, only with respect to the college experience. Unlike findings from earlier American studies, a strong positive relationship between living in campus housing and student satisfaction was not found. College faculty members were perceived as positively influencing the career goals of females to a greater extent than males. Students tended to be more satisfied with the college portion of the transfer program than with the university portion. This finding supports and expands an earlier Alberta transfer student study. Students attending Non-Edmonton colleges tended to be more satisfied with their decision to attend college than to attend university; the converse was found for students who attended Edmonton colleges.

Also, several conclusions were drawn about factors related to transfer student success. Grade Point Averages declined at university compared to college marks. Similarly, students identified Grade Point Average and, to a limited extent, significant personal accomplishment, as measures of success. Unlike earlier U.S. studies, transfer students did not identify leadership as a measure of success. The nature and importance of particular student goals were found to change from college to university. At university, many students were formulating career plans and striving to meet graduation requirements.

Students who were more successful in the university program tended to have greater preference for a transfer program than did other students. Further, the more successful students credited themselves with directing their earnings from jobs to pay education costs, while other respondents, who were similarly employed, did not hold this belief.

As there appeared to be a growing emphasis on transfer education in Alberta, there were several implications from the findings of this study for current practice. One area of importance is the continued support required to keep college faculty informed about transfer and transfer arrangements. A second area involved the availability of transfer information for students at college. It is especially important that students have direct access to the Alberta Transfer Guide while at college.

Implications for theory and research focussed on the process of transfer student decision-making. Now investigation needs to move beyond descriptions of the functional outcomes of faculty advising by examining the mentoring/modeling role of college faculty members with respect to student career and program decisions. A methodological approach to this type of study might rely upon extensive interviews with students at college and university, extended over several years.

CHAPTER 9

Summary

This chapter is divided into three sections--a summary of the design of the study; the results; and concluding comments.

Purpose and Methodology

This section reviews the process undertaken to conduct this study. The first part summarizes the purpose, conceptual framework, methodology, and profile of respondents. The second part summarizes the results of this study.

Purpose of the Study

The purpose of this study was to use student perceptions to identify, describe and categorize those variables which are most closely associated with success and satisfaction in transfer from college study to a university-based degree program. This study focussed on students transferring from Alberta colleges to the University of Alberta. Transfer students' perceptions were collected and separated into background factors and outcome factors in order to examine possible relationships between satisfaction and success in the transfer program experience. No research hypotheses were generated in this exploratory study.

Conceptual Framework

Transfer student experience has been shown in previous studies to be different from non-transfer student university experience. Therefore, total transfer student satisfaction was presumed to be the perceived affective reaction of the student to both the sum of courses taken and the transition from being a college student to being a university student. Further, transfer student success was presumed to be completion both of all course requirements to an academic standard established by the university and all formal procedures required to maintain registration at the university.

Relationships were assumed to exist between selected student characteristics (e.g., work experiences, previous academic performance, individual attributes, education and career goals, and student housing) and aspects of students' transfer experiences and transfer programs. A relationship also was assumed to exist between selected supports (e.g., family, peers, and staff) and aspects of the transfer program. A relationship was assumed to exist between aspects of a transfer program and transition from college to university, as moving from one campus to another is inherent in the concept of a transfer program.

Although attribution theory assumes that perceptions of tasks and experiences affect the extent of satisfaction with outcomes, this assumption was not made in this study because of the nature of the particular student perceptions. Perceptions of satisfaction and success in the transfer program and experience were seen as self-determined criteria of students. While a relationship between satisfaction and success was assumed, this was not viewed as causal. Satisfaction and success were seen to be overall outcomes of both the transition and the transfer program.

Research Methodology

The research design used five questions to guide the development of two research instruments, analyses of data, and the discussion of the findings. The questionnaire contained items about general student background information, education and career plans, and experiences in college and university. In addition to scaled responses, some items required short written responses, while several questions requested longer written responses. Following analyses of the questionnaire data, an interview schedule was developed for the purpose of gaining further insights with which to interpret the data.

Both instruments were reviewed by a group of college and university administrators, familiar with transfer programs, before the instruments were pilot-tested with a group of university students similar to the sample for this study. Recommendations and comments from the administrator review and the pilot-testing were reflected in the final form of the instrument. During data analyses, a split-half test of reliability of the scaled questionnaire items produced a reliability coefficient of .82. Therefore, the instruments were assessed to be valid and reliable means of collecting data for this study.

From a cohort population of 1,081 transfer students at the University of Alberta, two random samples were drawn--(a) 400 students who received questionnaires, and (b) 100 students who were invited to participate in an interview. The response rate for usable questionnaire returns was 67.3%; interviews were conducted with all ten students who volunteered.

Data analyses involved coding of scaled and free responses to questionnaire items before the data were subjected to statistical techniques which included frequency distributions, comparisons of means, correlational analysis, and regression analysis. Interview data were subjected to content analysis before preparing summaries of each interview and each interview item.

Profile of the Respondents

The ratio of female to male respondents to the questionnaire was about 3:2, whereas the ratio between the sexes in the population for this study was nearly 1:1. The average age of these students was 23.5 years with a range from 17 to 47 years. A large majority of the respondents were single. The mean high school matriculation average of these students was 70.9%. Although students transferred to university from a total of 14 Alberta colleges, over 60% of the respondents transferred from three particular colleges.

For data analyses, questionnaire respondents were grouped into six distinct sets. These groupings were on the bases of sex, type of college attended, location of college, degree program, month of first university registration, and college attendance pattern. The combinations of student characteristics in each set of groupings differed substantially from those found in the other groupings; this enhanced insightful analyses of the data.

The interview participants resembled the questionnaire respondents with respect to sex, age, degree program, type of college attended, and location of college attended.

Results

The major findings and conclusions are summarized in five parts--satisfactions with the transfer experience and transfer program, successes with the transfer experience and transfer program, and supports and assistance used by students in transferring.

Satisfaction With the Transfer Experience

A majority of respondents reported that they were satisfied with the overall process of transferring to university. Students who attended University transfer and University/Technical colleges perceived greater satisfaction with the transfer experience than did those who attended Technical colleges.

Students tended to describe satisfaction in the transfer experience as receiving university credit for courses taken at college and reaching the stage of feeling comfortable at the university. The best predictor of satisfaction with the transfer experience was satisfaction with the transfer program.

A large majority of students reported some difficulties in completing the transfer process. The most frequently cited difficulties were adjusting at university to (a) larger class sizes, (b) more impersonal professor-student interactions, and (c) heavier academic workloads.

Satisfaction With the Transfer Program

Students most satisfied with the transfer program were those who attended a University/Technical college for two or four winter terms, transferred at least 27 credits to university, and then attended university continuously for at least three full winter terms. The best predictor of satisfaction with the transfer program was satisfaction with the transfer experience.

Positive faculty influences on students were perceived to be greater at college than at university. Also, students tended to express more satisfaction with facets of the transfer program at college compared to those same program facets at university. The characteristics of students reporting higher satisfaction with each aspect of the transfer program with respect to college tended to differ from the characteristics of students who reported higher satisfaction with that same aspect with respect to university.

Success in the Transfer Experience

Most students perceived that they were able to obtain adequate information about transfer while at college. Students most likely to hold this perception had attended a University transfer or University/Technical college full-time for two or four winter session terms and transferred to university within a year of leaving college.

About half of the students visited the university before transferring. Also, before transferring, most students had some contact with persons at the university; friends were the most frequent contact. Technical students were the least likely and University transfer students were the most likely to have friends already registered at university.

Most students reported that they felt at ease and had developed an identity as a university student by the end of their first winter term at university. Perceiving that university faculty were genuinely interested in students and satisfaction with university friendships were important factors in the time taken to complete the transfer experience.

Success in the Transfer Program

Respondents tended to report a decline in grades from college to university, with the mean decline in Grade Point Average being 0.5.

Students who attended Non-Edmonton colleges were most likely to consider themselves as "transfer students," while those who attended Edmonton colleges were most likely not to consider themselves as "transfer students."

Students who attended University transfer colleges or who attended college full-time for two or four winter session terms tended to transfer the equivalent of one or two years of study toward their university degree programs. These students were also most likely to carry and complete a full course load (i.e., 15 credits per term for three winter session terms).

Students who were more successful in the transfer program tended to (a) report higher personal educational goals, (b) perceive that their earnings went to pay their educational costs, (c) report a greater preference for a transfer program, and (d) have parents who were more likely to have completed a post-secondary program.

Use of Supports and Assistance

Students tended to use sources of assistance differently at university than at college. Students frequently mentioned the positive value of college faculty influences, particularly in program and career planning. At college, friendships with peers were generally a source of social and academic support. College registrars were cited as more helpful than counsellors in providing information about transfer programs and transferring.

Most students reported using a different form of support system at university than at college. University faculty were perceived less frequently as providing assistance in program or career planning. University administrative faculty (e.g., Assistant Deans) tended to be perceived as more helpful than administrative staff. Peer contacts at university were generally perceived as useful for sharing academic information; social friendships were frequently a continuation of friendships formed at college. Family members, choice of residence, and financial assistance were very seldom mentioned as influential forces in program decisions or program completion.

Summary

Conclusions were drawn about factors related to transfer student satisfaction. A relationship between faculty and peer contacts and student satisfaction found in earlier studies was confirmed--however, only with respect to the college experience. Unlike findings from earlier American studies, a strong positive relationship between living in campus housing and student satisfaction was not found. College faculty members were perceived as positively influencing the career goals of females to a greater extent than males. Students tended to be more satisfied with the college portion of the transfer program than with the university portion. This finding supports and expands a conclusion drawn in an earlier Alberta transfer student study (Small and Konrad, 1986). Students attending Non-Edmonton colleges tended to be more satisfied with their decision to attend college than to attend university; the reverse was found for students who attended Edmonton colleges.

Also, several conclusions were drawn about factors related to transfer student success. Grade Point Averages declined at university compared to college marks. Similarly, students identified Grade Point Average and, to a limited extent, significant personal accomplishment, as measures of success. Unlike earlier U.S. studies, transfer students did not identify the developing of leadership abilities as a measure of success. The nature and importance of particular student goals were found to change from college to university. At university, many students were formulating career plans and striving to meet graduation requirements.

Students who were more successful in the university program tended to have greater preference for a transfer program than did other students. Further, the more successful students credited themselves with directing their earnings from jobs to pay education costs, while other respondents, who were similarly employed, did not hold this belief.

The results of this study have implications for two broad areas of practice. First, continued support should be provided to enable faculty members who advise students to maintain current knowledge about transfer programs. Second, opportunities should be created for transfer students to visit university campuses before transferring and to have direct access at college to written transfer guidelines.

Implications for theory and research focus on the process of student decision-making with respect to transfer program decisions. A conceptual framework based upon the study findings offers guidance for researchers wishing to undertake further study in this area.

Concluding Comments

This study assessed the effectiveness of several dimensions of college-based university programs. The substantial positive influence of college faculty on transfer students is a reflection of the support and encouragement available to students within the college system. Lack of student recognition for other support services at colleges may suggest either that these are taken for granted or that they are not extensively used by transfer students.

College socialization appears to have strongly affected transfer students. For example, while students generally tended to strongly affirm that the college contributed positively to their intellectual development, fewer perceived that college shaped their expectations of the university experience. The university portion of the transfer program experience produced a disproportionately large number of negative responses from transfer students. Although students "moved on" because they felt they were ready for university, they also found university to be substantially different from what they had anticipated. There appears less transferability of the social skills developed at college but a greater transferability of desires related to the goal to graduate.

The results of this study openly question the notion that transfer students embrace the university portion of their studies. In the Alberta post-secondary system, which appears to be placing greater emphasis on the transfer function of colleges, university administrators need to pay close attention to circumstances surrounding the experiences and satisfactions of transfer students. Such emphasis can be justified not only on the basis of ensuring that both colleges and universities operate effectively in this area, but also, and perhaps more importantly, because our educational institutions have a responsibility for ensuring that the appropriate needs and desires of individual students are optimally met.

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Appendix A

Questionnaire Schedule

TRANSFER STUDENT QUESTIONNAIRE

This survey is divided into three sections. Section I contains questions about your personal characteristics and academic background. Section II contains questions about your past and future goals. Section III contains questions about your experiences at a previously attended college or technical institute as well as at the University of Alberta (U of A).

In this survey, the word "COLLEGE" means a post-secondary college or technical institute--for instance, Red Deer College or NAIT are both examples of a "COLLEGE." **WHEN ANSWERING QUESTIONS ABOUT COLLEGE, PLEASE REFER ONLY TO THE COLLEGE THAT YOU LAST ATTENDED.**

Most questions can be answered by writing a number or a few words in the blank next to the question. Other questions may be answered by circling a word or a letter code next to the question.

The letter codes used in some of the questions stand for the following responses:

SA - Strongly Agree A - Agree N - Neutral
D - Disagree SD - Strongly Disagree N/A - Does Not Apply

Please answer all questions to the best of your ability.

SECTION I

A. GENERAL BACKGROUND INFORMATION

		OFFICE USE ONLY
		1-5
1. How old were you on 1 November 1987?	____________ years	6,7
2. What is your sex?	1. Male 2. Female	8
3. What is your marital status?	1. Single 2. Married 3. Other____________	9
4. What is your permanent residence status?	1. Albertan 2. Non-Alberta Canadian 3. International Student	10
5. What is the highest level of your father's education?	1. Elementary 2. Some High School 3. High School 4. Some University 5. Some College 6. College Diploma 7. University Degree	11
6. What is the highest level of your mother's education?	1. Elementary 2. Some High School 3. High School 4. Some University 5. Some College 6. College Diploma 7. University Degree	12

7. For how many complete years have you worked at full-time jobs?	________years	13-16
8. For how many complete years have you worked at part-time jobs?	________years	17-20
9. My work experiences in the past few years are related to my career goals.	SA A N D SD N/A	21
10. Earnings from my work in the past few years generally go toward paying for my education.	SA A N D SD N/A	22
11. Did you usually live with your parents while at college?	1. Yes 2. No	23
12. Did you usually live in a college-owned residence?	1. Yes 2. No	24
13. Did you usually live with your parents while at U of A in 1986-87?	1. Yes 2. No	25
14. Did you usually live in a U of A-owned residence in 1986-87?	1. Yes 2. No	26

- - - - - - - - - - - - - B. ACADEMIC ACCOMPLISHMENTS - - - - - - - - -

15. Name the last college that you attended before coming to the U of A?	____________________	27,28
16. (a) Have you attended any other college in Alberta? (b) If so, please specify the college.	1. Yes 2. No ____________________	29-31
17. What was your high school matriculation average?	____________________%	32,33
18. For how many Fall or Winter terms did you attend college as a full-time student? (Count each term separately.)	____________________	34,35
19. For how many Fall or Winter terms did you attend college as a part-time student? (Count each term separately.)	____________________	36,37
20. For how many Spring or Summer terms did you attend college? (Count each term separately.)	____________________	38,39
21. During how many terms (e.g., Fall, Winter, Spring, Summer), while registered in college classes, did you work at a job?	____(terms you worked full-time) ____(terms you worked part-time)	40,41 42,43
22. Did you change faculties while in college?	1. Yes 2. No	44
23. When did you complete your last college course?	__________, 19______ (month) (year)	45-48
24. What was your college grade point average?	____________________	49,50
25. Toward what degree are you now studying? (Circle one response.)	1. BA 2. BSc 3. BEd 4. BPE 5. BFA 6. BCom 7. BMus 8. BScN 9. BMedSc 10. Other______	51,52

26. What is your overall U of A grade point average?	____________	53,54
27. Counting this term, how many Fall or Winter terms have you attended the U of A as a full-time student? (Count each term separately.)	____________	55
28. Counting this term, how many Fall or Winter terms have you attended the U of A as a part-time student? (Count each term separately.)	____________	56
29. How many Spring or Summer terms have you attended the U of A? (Count each term separately.)	____________	57
30. During how many terms (e.g., Fall, Winter, Spring, Summer), while registered in U of A classes, did you work at a job?	____(terms you worked full-time) ____(terms you worked part-time)	58,59 60,61
31. Have you changed faculties while at the U of A?	1. Yes 2. No	62
32. How many credits from college did you transfer to the U of A? (A half-course is usually 3 credits.)	____________	63,64
33. How many of your credits at college were not accepted for transfer by the U of A?	____________	65,66
34. How many credits have you already completed at the U of A?	____________	67,68

SECTION II
EDUCATION AND CAREER PLANS

35. What is the highest degree program you intend to pursue?	1. Bachelor's 2. LLB, DDS, or MD 3. Master's 4. Doctorate (PhD, or EdD)	69

36. When I started college, I intended to transfer to the U of A.	SA	A	N	D	SD	N/A	70
37. While in college, I had a clear idea of the type of career I wanted.	SA	A	N	D	SD	N/A	71
38. While at college, I considered myself to be a "transfer student."	SA	A	N	D	SD	N/A	72
39. I intend to complete a university degree.	SA	A	N	D	SD	N/A	73
40. I now have a clear idea of what type of employment I want after finishing university.	SA	A	N	D	SD	N/A	74
41. It is important for me to graduate from university.	SA	A	N	D	SD	N/A	75

SECTION III

EXPERIENCES RELATED TO PREVIOUS ATTENDANCE AT A COLLEGE OR TECHNICAL INSTITUTE

							1-5
42. The student friendships I developed at college have been personally satisfying.	SA	A	N	D	SD	N/A	6
43. My interactions with college faculty have had a positive influence on my career aspirations.	SA	A	N	D	SD	N/A	7
44. The college faculty members with whom I have had contact are genuinely interested in students.	SA	A	N	D	SD	N/A	8
45. I am satisfied with the extent of my intellectual development while attending college.	SA	A	N	D	SD	N/A	9
46. I am confident that I made the right decision in choosing to attend college.	SA	A	N	D	SD	N/A	10
47. While at college, I became very familiar with how to transfer to the U of A.	SA	A	N	D	SD	N/A	11
48. While at college, I personally visited the U of A.	1. Yes		2. No				12
49. While at college, with whom did you have contact at the U of A? (Circle all appropriate responses.)	1. Students 2. Faculty 3. Other Personnel 4. No One						13-16
50. How many months before actually beginning classes at the U of A did you apply to the U of A for admission?	______________						17,18

B. EXPERIENCES RELATED TO ATTENDANCE AT THE U OF A

51. Who provided the most helpful information about transferring to the U of A? (Circle only one.)	1. My Family 3. College Faculty 4. U of A Faculty			2. My Friends			19
52. The student friendships I have developed at this university have been personally satisfying.	SA	A	N	D	SD	N/A	20
53. The U of A faculty members with whom I have had contact are genuinely interested in students.	SA	A	N	D	SD	N/A	21
54. My interactions with U of A faculty have had a positive influence on my career aspirations.	SA	A	N	D	SD	N/A	22
55. I am satisfied with the extent of my intellectual development since enrolling in this university.	SA	A	N	D	SD	N/A	23

56. I am satisfied with my overall transfer program. (A transfer program includes all of the courses taken at college and the U of A.)	SA A N D SD N/A	24
57. I am satisfied with the overall process involved in transferring to the U of A.	SA A N D SD N/A	25
58. How long did it take you to feel "at ease" about being a student on the U of A campus?	________; and ________ (Weeks) (Months)	26-28
59. In which month did you feel you had completely made the "mental transition" from being a college student to being a university student? (The months refer to the 1986-87 year.)	1. Sep 2. Oct 3. Nov 4. Dec 5. Jan 6. Feb 7. Mar 8. Apr 9. After Apr 10. Not yet	29
60. I am confident that I made the right decision in choosing to attend the U of A.	SA A N D SD N/A	30
61. What were the three most difficult aspects that you faced in transferring to the U of A?	________ ________ ________	31-36
62. What could have been done better by your college to assist you in transferring? (Use other side of this page if you wish to.)	________ ________ ________ ________	37-44
63. What could have been done better by the U of A to assist you in transferring? (Use other side of this page if you wish to.)	________ ________ ________ ________	45-52
64. Upon reflection, would you have preferred to have taken all of your courses at the U of A? Why? (Use other side of this page if you wish to.)	1. Yes 2. No ________ ________ ________ ________ ________	53 54-61

PLEASE PLACE THIS COMPLETED QUESTIONNAIRE IN THE PRE-ADDRESSED ENVELOPE.

THE ENVELOPE MAY BE DEPOSITED IN CAMPUS MAIL--AT ANY FACULTY, DEPARTMENT OR ADMINISTRATIVE OFFICE, OR AT THE YELLOW CAMPUS MAIL BOX OUTSIDE THE ADMINISTRATION BUILDING.

THANK YOU AGAIN FOR YOUR ASSISTANCE.

Appendix B

Interview Schedule

Interview Schedule

Sixty-seven (67) percent of the transfer students who received a Transfer Student Survey questionnaire last fall completed and returned the form. The following questions were derived from the analysis of the questionnaire data with the purpose of providing further insight into the results of this analysis.

Please answer each question freely and openly. Anonymity is guaranteed: at no time will your identity be revealed by the interviewer. Also, if any question is unclear to you, I will try to clarify it for you. Throughout the interview, I will briefly explain the reason for asking some of the questions so that you understand the nature of those questions. I would like to take some notes while you speak and would also like your permission to tape-record your responses to the questions. Do you have any objections to me doing this?

Questions

1. In the questionnaire, students described difficulties which they experienced in transferring and ways the college and U of A could have assisted them more. Now I would like to find out more about the satisfying aspects of studying in a transfer program and in making the transition from a college to this university.
   In this question, I am seeking information to better understand the nature of satisfaction experienced by students who started their study at a college and continue their study at the U of A.
   (a) What gave you the most satisfaction when studying at college?

(b) What gave you the most satisfaction in the process of transferring to the U of A?

(c) What gives you the most satisfaction while studying at the U of A?

2. From the questionnaire, data were collected about the number of terms that transfer students had studied at college and the U of A. Data were also collected about Grade Point Averages and numbers of credits which students earned at college and the U of A. These measures will be used to understand student accomplishments. What I am interested in understanding, however, is how students who studied at a college and then at the U of A define success.

    (a) How do you define success at college?

    (b) How do you define success in making the transition from college to the U of A?

    (c) How do you define success at the U of A?

3. I am also looking at the nature of support and assistance which transfer students have used while at college and at the U of A. For example, friends seem to provide more information about transfer than do family members, and college faculty seem to have a greater influence on career goals than do U of A faculty. I am interested in understanding more about the supports and assistance which transfer students use in completing their program of study and in completing the transfer from one campus to another. What can you tell me about the supports and assistance which you used?

4. Respondents to the questionnaire indicated that the average length of time it took to feel "at ease" on the U of A campus was about

two and one-half months. What I am interested in understanding is

(a) What are the aspects of being at the U of A which may have caused you to feel not at ease?

(b) What occurred to cause you to feel "at ease" at the U of A?

5. Respondents to the questionnaire also indicated that it took almost four months to make the mental transition from viewing themselves as a college student to psychologically identifying as a U of A student. I am interested in understanding the nature of what it means to view one's self as a college student and then to change so as to view one's self as a U of A student. What can you tell me about making the mental transition from college student to U of A student?

6. Do you have any other comments on this topic of transfer students?

Appendix C

Questionnaire Cover Letters and Response Cards

University of Alberta
Edmonton
Canada T6G 2G5

Department of Educational Administration
Faculty of Education
7-104 Education Building North, Telephone (403) 432-5241

November, 1987

Dear Student,

In October, 1987 I mailed to you a questionnaire dealing with transfer student experiences, together with a Campus Mail envelope and separate return card. I have not yet received your return card to indicate whether you completed the questionnaire.

If you have not already done so, I would very much appreciate your completing the questionnaire. A high rate of return will make the survey more valuable in understanding the nature of transfer student experiences.

Would you also please complete the enclosed return card and place it in the pre-addressed envelope for return through Campus Mail.

Thank you very much for your assistance.

Sincerely,

Leslie Vaala
Leslie Vaala
Department of Educational Administration

Enc.

PLEASE RETURN THIS CARD IN THE SECOND CAMPUS MAIL ENVELOPE.

THIS CARD WILL ALLOW ME TO KNOW THAT YOU HAVE RETURNED THE QUESTIONNAIRE WITHOUT KNOWING WHICH QUESTIONNAIRE IS YOURS.

RESPONDENT NUMBER ________________

Please mail this card at the same time that you mail the completed questionnaire.

Thank you for your cooperation.

University of Alberta
Edmonton

Department of Educational Administration
Faculty of Education

Canada T6G 2G5

7-104 Education Building North, Telephone (403) 432-5241

WE WANT TO HEAR FROM YOU ! ! !

Some time ago we mailed a questionnaire to several hundred U of A students asking about their experiences at a college or technical institute.

Many students completed and returned the questionnaire. For the information to be helpful, however, we need to hear from as many students as possible. So now you know, we really want to hear from you!

If your copy of the TRANSFER STUDENT QUESTIONNAIRE is lying around, please fill it in a send it back. Students tell us this takes about 20 minutes.

If your copy has been misplaced, please telephone Tracey Kremer at 432-5241 for a new copy--or drop me a note through Campus Mail.

Even if you do not wish to answer all of the questions, we really want to hear from you.

Thank you again for your help.

Sincerely,

Leslie Vaala
Department of Educational Administration
7-150 Education North

RESPONDENT NUMBER ______________

Please check one of the following responses concerning the questionnaire on transfer student experiences.

___ 1. I have completed and returned by Campus Mail the questionnaire and card.

___ 2. I have completed and returned by Campus Mail the questionnaire but not the card.

___ 3. I did not receive the questionnaire.

___ 4. I have received the questionnaire and card and shall complete and return the questionnaire.

___ 5. I shall not complete the questionnaire.

PLEASE PLACE THIS CARD IN THE PRE-ADDRESSED CAMPUS MAIL ENVELOPE AND RETURN IT TO ANY DEPARTMENT OR FACULTY OFFICE ON CAMPUS OR PLACE IT IN THE YELLOW CAMPUS MAIL BOX IN FRONT OF THE ADMINISTRATION BUILDING.

Thank you.

Appendix D

Interview Invitation Letter and Response Card

University of Alberta
Edmonton
Canada T6G 2G5

Department of Educational Administration
Faculty of Education
7-104 Education Building North, Telephone (403) 432-5241

January, 1988

Dear Student:

Many university students have previously attended a college or technical institute. Currently, very little information is available about these "transfer students" at the University of Alberta. Consequently, a questionnaire and interview survey is being conducted to develop a better understanding of matters related to undergraduate students who previously attended another college or technical institute.

You are invited to be interviewed about your experiences as a transfer student. The interviews will be scheduled on campus during the day and early evening in the weeks of January 25-29 and February 1-5. Each interview will last approximately 30-45 minutes.

Most of the questions require only that you briefly describe your experiences as a transfer student. A few questions involve general background information. You are free to opt out of answering any of the questions. All responses will be completely anonymous. Individual responses will be kept strictly confidential and no individual results will be reported.

If you are able to participate in this interview survey, please complete and return the enclosed card. The completed card may be placed in the addressed Campus Mail envelope supplied and deposited in Campus Mail. No postage is required. This can be done at any department, faculty or administrative office on campus, or at the yellow Campus Mail Box outside the Administration Building. If you prefer, you could bring the card to Tracey Kremer at Educational Administration, 7-104 Education North.

I urge you to participate in this survey to help provide useful information about transfer student experiences. Your prompt response is greatly appreciated.

Sincerely,

L. D. Vaala
Department of Educational Administration

Enc: Interview response card

INTERVIEW RESPONSE CARD

____ I am interested in participating in a survey interview.

My name is ____________________. My telephone number is __________

The college (or technical institute) I attended was ______________

Circle the best day(s) and time for an interview:
Mon Tue Wed Thur Fri Morning Afternoon Evening

____ I am not interested in participating in the survey.

THANK YOU FOR YOUR PROMPT ATTENTION TO THIS REQUEST ! !

Appendix E

University Permission for Access to Student Names

University of Alberta
Inter-departmental Correspondence

to: The Registrar

date October 19, 1987

our file:

from: E. A. Schoeck Solomon
Director, University Secretariat

your file

subject: Access to Student Records for Research Purposes: Request from Professor Holdaway and Mr. Vaala

At its October 19, 1987 meeting the GFC Executive Committee approved the above-cited request for access to student records.

Approval is, of course, subject to the conditions as set out in Section 109.2.7 of the General Faculties Council Policy Manual.

Ellen Solomon
(Mrs.) E.A. Schoeck Solomon

EASS/lc

cc: Dr. E. Holdaway
Mrs. B. Afanasiff
Mr. L. Vaala
Mrs. E. Phillips